

## **LWDA 5 LOCAL PLAN EXECUTIVE SUMMARY:**

The purpose of the Workforce Innovation and Opportunity Act (WIOA) Local Plan is to establish a framework for workforce development strategies and services at the local level. WIOA is a federal law enacted to improve and modernize the workforce system in the United States. The local plan outlines how federal workforce development funds will be used to address the employment and training needs of individuals in Local Workforce Development Area 5 (LWDA).

### **SECTION A: LOCAL BOARDS VISION, GOALS AND STRATEGIES (pgs. 1-10)**

The CMJTS Workforce Development Board, in collaboration with regional partners, undertakes a comprehensive analysis of the local job market to identify high-demand sectors and skills shortages. Prioritizing collaboration with stakeholders, including employers and community organizations, they aim to provide targeted support for disadvantaged populations, focusing on education and skills development.

Their strategic vision includes co-enrollment programs, individualized services, and initiatives tailored to youth, justice-involved individuals, and those with barriers to employment. The board emphasizes continuous skill development and addresses barriers such as transportation and childcare.

Through partnerships and joint planning, they aim to meet performance standards and reduce demographic disparities in employment. Focused sector partnerships in manufacturing, healthcare, transportation, agriculture, and other industries drive inclusivity and diversity in the workforce.

By aligning education and training programs with industry demands, the board aims to bridge skill gaps, particularly for underserved communities. Initiatives like Youthbuild and STEM training support workforce development, while collaboration with industry boards and economic development partnerships fosters growth in targeted sectors and clean energy initiatives.

### **SECTION B: PROGRAM OPERATIONS (pgs. 10-24)**

#### **CareerForce Operations – Connection to Services (pgs. 10-14)**

The Workforce Development Board (WDB) has strategically designated a central One-Stop center in Local LWDA 5, situated at 406 7th Street East, Monticello, MN 55362. This comprehensive center serves as a primary access point for various partner services, ensuring convenience for jobseekers and businesses. While expansion plans are not currently in place, the board recognizes affiliate sites that offer relevant partner programs to support individuals in their employment endeavors. Connectivity and coordination among physical sites are facilitated through solid telecommunication channels and regular in-person meetings between partner managers, supervisors, and the Region 3 One-Stop Operator (OSO). These collaborative efforts aim to streamline service delivery and enhance accessibility for individuals across the 11-county service area.

To maximize service effectiveness and accessibility, the WDB implements various strategies beyond traditional methods. One approach involves extending the operating hours of job centers to accommodate individuals with diverse schedules, offering non-traditional hours such as evenings and weekends. Additionally, partnerships are established with community centers, Adult Basic Education (ABE) sites, local libraries, and college campuses to broaden service reach and provide assistance in

more convenient locations. This collaborative approach not only enhances support for jobseekers but also taps into existing community networks and resources, creating a seamless experience for individuals seeking employment opportunities within the community.

Strategic approaches are crucial to ensuring that CareerForce services are accessible to a diverse range of individuals, including youth entering the workforce and those facing barriers to employment. The Workforce Development Board (WDB) promotes awareness of CareerForce services through various channels such as joint presentations, cold calling, and public relations campaigns. To reach individuals without transportation, the WDB offers virtual services, including online platforms and mobile applications, as well as virtual career counseling. The CMJTS WDB prioritizes inclusivity by catering to the needs of disconnected youth, women, communities of color, and persons with disabilities through a skilled and well-trained staff.

Utilizing technology is a valuable strategy to expand access to CareerForce services in LWDA 5. Online platforms and virtual services enable individuals to access resources remotely, overcoming barriers such as transportation limitations. Post-pandemic, technology-specific accessibility has become increasingly important, leading partner staff to integrate technology solutions for seamless intake, assessment, and case management processes. Electronic document storage (EDS) enhances efficiency by streamlining the case management process and enabling secure, remote access to important documents, thus maximizing the impact and support provided to individuals seeking employment opportunities.

Supportive services for individuals with barriers to training, education, and employment involve a comprehensive approach. Career navigators conduct thorough assessments to identify specific challenges, which may include physical limitations, transportation issues, childcare needs, mental health concerns, language barriers, or limited access to technology. Our service aims to connect participants with community resources to address these challenges, offering support such as transportation vouchers, childcare assistance, and job attire. We strive to ensure that individuals receive tailored assistance to overcome barriers and achieve their employment goals.

#### **CareerForce Operations – Accessibility (pgs. 14-16)**

To address challenges in rural LWDA 5 regarding technology accessibility, strategies are implemented to ensure compliance with accessibility standards while leveraging technology for services. These strategies include promoting access to CareerForce Center (CFC) services for people with disabilities, training staff on assistive technology, and providing virtual options for services such as résumé reviews and program orientations. Additionally, digital literacy programs are offered to empower rural residents to effectively use technology, and wireless technologies like fixed wireless broadband and mobile hotspots are deployed to expand connectivity in underserved areas.

Recognizing the importance of broadband access for jobseekers, students, and businesses, the CMJTS LWDB advocates for government and private sector investment in broadband infrastructure. Collaboration with Vocational Rehabilitation Services enhances services for individuals with disabilities and other barriers to employment. CareerForce Centers are certified as ADA-compliant and regularly reviewed for compliance. Assistive technology devices and software are available, and regional outreach ensures accessibility to remote areas. Co-enrollment and consultation between Vocational Rehabilitation Services and other partners further enhance overall accessibility within the CareerForce system.

### **CareerForce Operations – EEO Compliance (pgs. 16-18)**

The local workforce development area, CMJTS, implements a language access policy and plan to enhance participant access and reduce cultural barriers, including ongoing staff training, multilingual applications, and interpreter services. Targeted outreach efforts at community events and specialized presentations ensure program accessibility for all individuals, supported by diverse staff and partners with cultural competence. Staff engagement in poverty simulations, diversity training, and cultural awareness programs further enhances their competency in serving diverse populations. CMJTS is spearheading the Inclusive Workforce Employer (I-WE) designation, aimed at reducing disparities and promoting diversity, equity, and inclusion in central Minnesota workplaces. This initiative not only recognizes employers committed to DEI but also fosters a more inclusive work environment, contributing to a vibrant and dynamic local economy.

### **CareerForce Partners (pgs. 18-21)**

The workforce development area operates on a collaborative model where One-Stop partners play a vital role in delivering comprehensive workforce services to individuals and businesses. Upholding the 'no wrong door' approach ensures seamless access to resources and services for all participants, fostering workforce inclusivity and economic growth. Coordination among service providers, highlighted through Memorandum of Understanding (MOU) agreements, facilitates efficient resource utilization and service delivery, ultimately enhancing outcomes for job seekers and employers. The MOU, overseen by the Workforce Development Board (WDB), fosters coordination, collaboration, and effective resource utilization among partners, driving system-wide improvements and ensuring stakeholders' collective impact. Additionally, Infrastructure Funding Agreements (IFA) outline partner roles and responsibilities, with the Operations Committee overseeing compliance and dispute resolution, ensuring smooth operations and adherence to federal guidelines.

CMJTS, as the administrative entity and fiscal agent, leads the implementation of Workforce Innovation and Opportunity Act (WIOA) activities in the area. The Joint Powers Board Agreement governs grant allocation and contractual relationships, with CMJTS accountable for managing funds and reporting outcomes in accordance with federal regulations. This structure ensures transparent and accountable management of grant funds, with CMJTS overseeing program implementation, compliance, and reporting obligations. Through strategic partnership and effective governance, the workforce development area optimizes resource utilization, promotes collaboration, and advances workforce development goals, ultimately contributing to a thriving local economy.

### **Levels of Performance (pgs. 22-23)**

The process of utilizing negotiated performance levels, in collaboration with key stakeholders, is essential for assessing and ensuring the effectiveness of the local workforce development area, fostering accountability and success. These performance levels serve as benchmarks for evaluating progress and guiding decision-making, enabling the local area board to allocate resources effectively and enhance overall performance. Following guidance from the Governor's Workforce Development Board (GWDB), the CMJTS WDB implements strategies to expand state goals locally, including establishing inclusive criteria for board membership, fostering effective leadership, promoting collaboration with stakeholders, maintaining diverse standing committees, influencing career pathways and sector partnerships, conducting local labor market analyses, ensuring compliance and accountability, and

providing professional development opportunities for board members, staff, and local employers. These initiatives aim to enhance workforce development outcomes, promote diversity, equity, and inclusion, and drive strategic planning and governance within the local area.

#### **Local Workforce Board Governance (pgs. 23-24)**

The Workforce Development Board (WDB) prioritizes diversity as a fundamental principle, driving inclusivity and representation of diverse communities. Vacancies prompt proactive engagement with local communities through targeted outreach efforts, including public announcements and collaboration with various stakeholders. The selection process, guided by a commitment to diversity and transparency, ensures qualified individuals contribute effectively to the board's objectives and serve the interests of the local area, ultimately leading to the best outcomes for the communities served.

### **SECTION C: PROGRAM AND SERVICE DELIVERY (pgs. 24-44)**

#### **Local Area Board Program and Service Delivery (pgs. 24-32)**

Local jobseekers have a range of needs, from basic employment and training services to more specialized support that enhances their occupational skills and earning potential. Core program services aim to align with existing career pathways and expand opportunities for success through job search assistance and training services. These initiatives not only provide access to meaningful career pathway exploration and counseling but also ensure jobseekers receive local labor market information and education on pursuing in-demand occupations. Moreover, unique initiatives like the CMJTS weekly Professional Development and Networking group connect jobseekers with business and industry leaders to enhance their competitiveness in the job market.

The commitment of Job Service staff at CareerForce locations ensures that all jobseekers, regardless of their circumstances or barriers, are provided with comprehensive support to secure employment. This inclusivity extends to Vocational Rehabilitation Services (VRS), which aims to empower Minnesotans with disabilities to achieve employment goals and community integration. VRS offers a wide range of services, from vocational assessments to job coaching, all geared towards enabling individuals to secure competitive positions at competitive wages. Collaboration among workforce development core partners, community colleges, employers, and nonprofit organizations enhances the availability and effectiveness of programs, leveraging resources and expertise for better outcomes.

Successful models like CMJTS youth programs and initiatives like Pre-Employment Transition Services and the Disability Employment Initiative provide targeted support to young adults and individuals with disabilities, helping them overcome barriers to employment. Career navigators deliver training services that prioritize consumer choice, ensuring individuals receive training in industries and occupations in high demand. Wagner-Peyser Employment Services play a crucial role in providing various employment-related labor exchange services, including job search assistance and recruitment services to employers. Regular meetings and quarterly partner staff meetings facilitate collaboration, knowledge sharing, and the continuous improvement of services to meet the evolving needs of jobseekers and employers alike.

#### **Interagency Coordination (pgs. 32-34)**

The Workforce Development System plays a vital role in equipping untrained workers with skills essential for meaningful, family-sustaining careers, particularly focusing on high-wage, high-demand

occupations in LWDA 5. Collaborating with secondary and post-secondary entities, including representatives on various committees and councils, ensures alignment of services with career goals. However, challenges persist, especially in rural areas where the lack of public transportation limits job opportunities and economic growth. Despite this, support services act as a lifeline for jobseekers, aiding their progress along career pathways and fostering partnerships with Adult Basic Education providers to address foundational skill gaps.

Efforts by the Workforce Development Board to coordinate education and workforce investment activities enhance service delivery and avoid duplication, maximizing resource impact. Community partnerships, particularly with Adult Basic Education providers, offer essential support, including literacy programs, skills training, and transition to postsecondary education. Advocacy for partnership and referral among stakeholders further strengthens the system's capacity to address diverse needs and contribute to individual and community economic advancement.

### **Employer & Economic Development Engagement (pgs. 34-39)**

The Workforce Development Board (WDB) within the CMJTS Local Workforce Development Area (LWDA) 5 plays a crucial role in bridging the gap between the skills offered by training providers and the employment needs of local businesses. This is achieved through targeted sector strategies developed with inputs from various sources like DEED data, labor market assessments, and local stakeholders. Business outreach, consultation, and collaboration are facilitated by CMJTS Business Service Coordinators, leveraging existing relationships with DEED Workforce Strategy Consultants and local Economic Development partners. Strong partnerships with employers, industry associations, and chambers of commerce are also fostered to ensure continuous communication and collaboration to tailor training programs to meet employer demands.

Employer engagement is a cornerstone of the CMJTS LWDB's strategy, with various initiatives aimed at connecting businesses with workforce development resources. Monthly HR Administrator groups, local radio programs, career fairs, and partnerships with chambers of commerce and educational institutions facilitate this engagement. Additionally, participation in programs like the Inclusive Workforce Employer Designation demonstrates a commitment to fostering diverse and inclusive workplaces. The CMJTS LWDB actively supports businesses in accessing workforce development resources for employee sourcing, training, and retention, thereby contributing to a dynamic and responsive local workforce.

In alignment with economic development initiatives, the CMJTS LWDB actively participates in regional economic development partnerships and collaborations with organizations such as transportation councils, youth development programs, chambers of commerce, and regional economic groups. By engaging with a wide array of stakeholders and leveraging resources from state and community-based organizations, the CMJTS LWDB aims to foster economic growth, support entrepreneurship, and provide training opportunities for dislocated workers and aspiring entrepreneurs, thereby contributing to the overall prosperity and resilience of LWDA 5.

### **Dislocated Worker Supports (pgs. 39-42)**

In LWDA 5, the response to significant dislocation events, particularly those involving mass layoffs of 50 or more workers, follows a structured protocol governed by DEED policies. The State Rapid Response Team (SRRT) takes charge of these situations, with LWDA 5 staff ensuring close coordination and

communication with the SRRT. Prompt notification of dislocation events to the SRRT is emphasized to facilitate timely assistance to affected workers. This involves a systematic process of information sharing between various stakeholders, including CMJTS staff, local businesses, and economic indicators. Once the SRRT gathers the necessary resources, they organize resource meetings with affected workers, where information about available services like job training and career counseling is provided. Throughout this process, LWDA 5 maintains open communication with both employers and workers to ensure a smooth transition and provide ongoing support.

Additionally, LWDA 5 staff members play a proactive role in identifying companies affected by foreign trade impacts. This involves monitoring local economic trends and verifying eligibility for Trade Adjustment Assistance (TAA) through the TAA Cases database. Coordination between DW Career Navigators and TAA representatives ensures seamless integration of TAA customers into the Dislocated Worker Program. Robust case management protocols, aligned with state TAA guidelines, delineate the responsibilities of each party involved, ensuring clarity and confidence in service delivery. Support services, including financial assistance, are provided based on participant needs and compliance with program expectations. Staff training and regular file reviews uphold compliance with DEED policies, ensuring accurate documentation of participant eligibility and service provision.

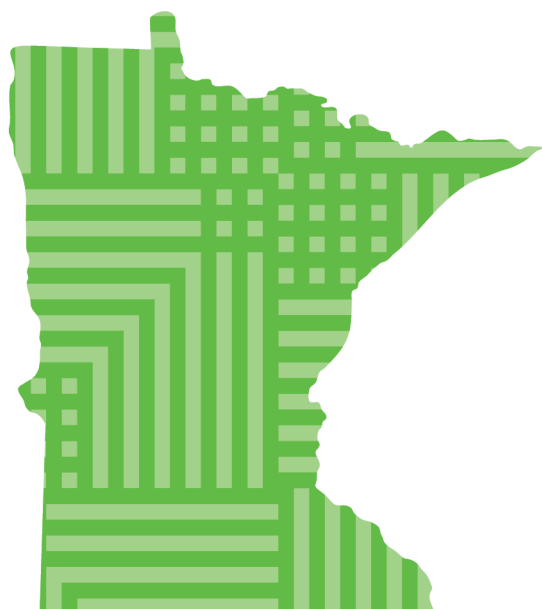
#### **Services to Military Service Members and Spouses (pgs. 42-44)**

The [Minnesota Veterans Questionnaire](#) serves as a vital tool in identifying veterans at the CareerForce Center, facilitating access to priority services and assistance. Through on-site signage and online promotion, including a dedicated webpage and scrolling bar notice, CMJTS demonstrates its commitment to serving veterans and ensuring transparency about their rights and available benefits. Utilizing the U.S. DOL-approved questionnaire, staff at the CareerForce Center conduct initial assessments to identify veterans with significant barriers to employment (SBEs), referring them to designated intensive service providers when necessary. In the absence of a Disabled Veterans' Outreach Program (DVOP) specialist, CareerForce Center staff provide services to SBE veterans and are encouraged to enhance their knowledge through training opportunities like the National Veterans Training Institute (NVTI). Collaboration between DVOP, Local Veterans Employment Representatives (LVER), and CareerForce Center partners further ensures comprehensive support for veterans, integrating various programs and services to address their needs effectively.



**MINNESOTA**

GOVERNOR'S WORKFORCE  
DEVELOPMENT BOARD



# WIOA State, Regional and Local Plan Guidance

## for 2024-2027

PREPARED BY THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

## **Local Plan Template**

### **SECTION A: LOCAL BOARDS VISION, GOALS AND STRATEGIES**

- A.1. Describe the local area board's strategic vision for preparing a skilled workforce and how it aligns with the State's Vision, Goals and Strategies.

The CMJTS Workforce Development Board's (WDB) strategic vision for preparing a skilled workforce involves a comprehensive approach to addressing the labor market's current and future needs within Local Workforce Development Area 5 (LWDA).

The CMJTS Workforce Development Board, in collaboration with DEED regional analysts, central region workforce strategy consultant, and the CMJTS Business Services Team, undertakes a comprehensive analysis of the local job market. This analysis is aimed at identifying sectors with high demand for jobseekers and understanding current and projected skills shortages through consultation with employers, industry associations, and labor market experts.

Collaboration with partners, employers, educational institutions, government agencies, community-based organizations, and other stakeholders is vital to the strategic plan. By working together, we can leverage resources and expertise to maximize the impact of workforce development initiatives.

As part of our strategic vision, the CMJTS Workforce Development Board (WDB) is committed to providing targeted support for disadvantaged populations. This includes low-income individuals, BIPOC, LGBTQ+, people with disabilities, and other underserved and disenfranchised populations. We aim to provide all jobseekers with access to training programs, financial assistance, and other support services, helping them overcome employment barriers.

The WDB's strategic vision would align with broader economic development objectives for each region within the 11-county area, including targeting key industries or sectors expected to drive future economic growth and ensuring that workforce development efforts are aligned with these priorities.

- A.2. Describe the local area board's goals for preparing an educated and skilled workforce, including youth, individuals with barriers to employment, and individuals underrepresented in the local labor force.

The CMJTS WDB goals focus on preparing an educated and skilled workforce, encompassing various demographics, including youth, individuals facing barriers to employment, and those underrepresented in the local labor force. These goals are realized in several ways and may include:



Co-enrollment across programs such as WIOA Adult and SNAP, or Minnesota Youth Program with PreETS and Vocational Rehabilitation Services, is one way to ensure equitable access to quality education and vocational training programs for all community members, regardless of socioeconomic status or background. Encouraging co-enrollment practices, braiding funds, and emphasizing collaboration and partnership among stakeholders can increase our reach and the opportunity to address a variety of challenges and barriers.

The CMJTS WDB is committed to providing comprehensive and individualized services. They ensure that multiple program entry and exit points are established to meet jobseekers where they are in their journey. Whether a jobseeker has a basic skills deficiency or simply needs help developing a resume, there is help available in the CareerForce Center system. A step-by-step pathway may be laid out for an individual to earn credentials, certificates, and degrees, transition into the workforce, and return for additional guidance at any point.

Several partners offer youth development programs such as Title I Youth programs that prioritize funding to serve young adults who face intense challenges in establishing themselves in a livable-wage career. Targeted youth include those who:

- Have a disability
- Have experienced homelessness
- Are involved with the justice system
- Are not working and not in school
- Live in a community with high unemployment rates
- Are English language learners
- Pregnant or parenting
- Are in state care
- Residents of public housing

Program initiatives, such as career exploration, mentorship programs, internships, and apprenticeships, aim to foster youth's academic and professional development.

Most individuals served by the WIOA Title I Adult Program are individuals with barriers to employment. The CMJTS WIOA adult program's established goal is to enroll at least 75% of adults who meet 1st or 2nd priorities, e.g., veterans and nonveterans who are low-income or recipients of public assistance or who are basic skills deficient. **Attachment A**

Skill development and upskilling are essential to success for jobseekers and local businesses. The WDB utilizes labor market data and metrics to assess the effectiveness of workforce development initiatives and promising services. It offers continuous learning opportunities and skill development programs to empower individuals to adapt to evolving workforce demands

and advance in their career pathways. This could include workshops, certifications, and specialized training tailored to local industry needs.

Individuals returning from incarceration experience multiple challenges in navigating the transition from prison or jail to community life. Board goals focus on a combination of issues, including housing, education, job readiness, soft skills training, mental health and chemical dependency issues, and career pathway goals to help justice-involved individuals create a plan for success. This is done during incarceration through workshop facilitation, and inmates are encouraged to visit their local CFC upon reentry.

All program initiatives are driven by the goal of reducing barriers to employment. The staff who carry out the board's vision work with individuals to identify and address barriers that hinder access to meaningful employment opportunities, such as lack of transportation, childcare, or adequate skills training. They also provide support services and resources to help overcome these obstacles.

A.3. Describe how these goals relate to the performance accountability measures based on the primary indicators to support regional economic growth and economic self-sufficiency.

The WDB regularly evaluates the impact of programs and services on job seekers and business customers. It solicits feedback from participants and uses this information to continuously improve and adjust as needed.

WIOA law dictates common measures and performance accountability indicators to all six core programs: Title I Youth, Adult, and Dislocated Worker programs, Title II Adult Education and Family Literacy program, Title III Employment Service, and Title IV Rehabilitation Services program. Therefore, local performance goals are aligned with state and federal performance accountability measures and then adjusted to meet the expectations of the CMJTS WDB.

The CMJTS WDB expects local service providers to meet the performance standards negotiated with the governor and local Chief Elected Officials (or JPB), as they apply to each program. The CMJTS WDB provides ongoing training, technical assistance, and monitoring of all programs to ensure a high level of programs and services.

The WDB continues to embrace the state's mission to serve higher percentages of populations experiencing disparities in education and employment and face multiple employment barriers. Furthermore, the WDB is committed to continued outreach to priority populations outlined in this local plan.

- A.4. Describe the strategy to work with the entities within your local workforce development area that carry out the core programs to align resources available to the local area to achieve the strategic vision and goals of the local area board and the state.

Memorandum of Understanding (MOU) and one-stop program partners strategize staffing, resources, and funding to ensure that the vision of a robust and integrated system of career services seamlessly comes to fruition here in LWDA 5. As a one-stop operator group, together, we identify the core programs and services offered by the various entities within the local workforce development area, including job training programs, apprenticeships, career counseling, job placement services, and support for underserved populations.

Most of our local work results from a joint commitment to foster collaboration and communication among all stakeholders involved in workforce development efforts. This involves regular partner meetings and joint planning sessions to coordinate activities and share best practices.

Through the successful execution of our MOU, the partners are well-positioned to realize the WDB's strategic vision and goals.

- A.5. Describe a best practice or area of strength of the local area as it relates to the State's Vision, Goals and Strategies that should be considered for replication or scale across the state.

One best practice or area of strength is LWDA 5's collaboration with LWDA 17 as Planning Region 3 and our Inclusive Workforce Employer (I-WE) employer designation initiative. I-WE focuses on closing demographic disparities or gaps within sectors through employer commitment to DEI activities.

By focusing on closing demographic disparities within sector partnerships, the local area not only promotes inclusivity and diversity within the workforce but also inspires individuals from diverse backgrounds to envision pathways to enter and succeed in high-demand industries.

Targeted outreach and support may include help with workplace assessments, resources to cultural competency training providers, language support, in-person consultations, and ongoing support to ensure local employers can provide for a workforce where all individuals have equal opportunities to participate and succeed.

To continue with these efforts, CMJTS Business Service Coordinators are dedicated to bridging the gap between employers and the diverse pool of talent within our communities. Through proactive outreach efforts, they engage with employers to inform them about the comprehensive range of services available under the Workforce Innovation and Opportunity Act (WIOA). These efforts entail not only educating employers about the myriad benefits of WIOA services but also highlighting how these resources can effectively address their workforce needs.

From tapping into the expertise of older workers to harnessing the skills of immigrants, veterans, justice-involved individuals, and beyond, CMJTS ensures that employers have access to a rich tapestry of talent. By facilitating these connections, Business Service Coordinators play a vital role in fostering inclusive workplaces that thrive on diversity and innovation.

A.6. Describe the sectors or occupations of focus for the local area board, including:

7E: Continue focusing on manufacturing, healthcare, and leisure and hospitality.

6E: Continue focusing on manufacturing, agriculture, and healthcare.

7W: Continue focusing on manufacturing, healthcare, ground transportation, energy, and construction. **Attachment B**

- a. How those sectors compare to the sectors of focus within your workforce region;

Understanding how the sectors within LWDA 5 compared to the sectors of focus is essential for effective workforce planning. By examining the strengths and weaknesses of each sector, we can identify the skills and training needs of the local workforce. This information can then be used to align education and training programs with the demands of the labor market, ensuring that workers are equipped with the necessary skills to thrive in the sectors of focus.

- b. The demographic makeup of the labor force in those sectors as compared to the local labor force, and how the local area will work to close any identified gaps;

| Table 10. Employment Characteristics, 2022                                  |                   |                                          |                |                                          |                | Percent of<br>Total Labor Force |           |
|-----------------------------------------------------------------------------|-------------------|------------------------------------------|----------------|------------------------------------------|----------------|---------------------------------|-----------|
|                                                                             | In Labor<br>Force | Region 6E<br>Labor Force<br>Partic. Rate | Unemp.<br>Rate | Minnesota<br>Labor Force<br>Partic. Rate | Unemp.<br>Rate | Region 6E                       | Minnesota |
| <b>Total Labor Force</b>                                                    | <b>62,299</b>     | <b>66.3%</b>                             | <b>3.3%</b>    | <b>68.7%</b>                             | <b>4.0%</b>    |                                 |           |
| 16 to 19 years                                                              | 3,413             | 56.9%                                    | 5.8%           | 53.0%                                    | 9.8%           | 5.5%                            | 5.1%      |
| 20 to 24 years                                                              | 6,051             | 88.7%                                    | 4.9%           | 83.1%                                    | 6.7%           | 9.7%                            | 9.7%      |
| 25 to 44 years                                                              | 23,763            | 87.8%                                    | 3.9%           | 88.8%                                    | 3.5%           | 38.1%                           | 42.8%     |
| 45 to 54 years                                                              | 11,992            | 87.9%                                    | 2.3%           | 87.8%                                    | 2.9%           | 19.2%                           | 19.0%     |
| 55 to 64 years                                                              | 12,383            | 73.6%                                    | 1.4%           | 72.8%                                    | 3.1%           | 19.9%                           | 17.6%     |
| 65 to 74 years                                                              | 4,032             | 30.8%                                    | 4.0%           | 27.6%                                    | 3.3%           | 6.5%                            | 4.9%      |
| 75 years & over                                                             | 671               | 6.4%                                     | 1.9%           | 6.6%                                     | 3.2%           | 1.1%                            | 0.8%      |
| <b>Employment Characteristics by Race &amp; Hispanic Origin</b>             |                   |                                          |                |                                          |                |                                 |           |
| White alone                                                                 | 56,135            | 65.7%                                    | 3.0%           | 67.8%                                    | 3.4%           | 90.1%                           | 81.3%     |
| Black or African American                                                   | 1,378             | 78.7%                                    | 8.4%           | 71.5%                                    | 8.7%           | 2.2%                            | 6.1%      |
| American Indian & Alaska Native                                             | 167               | 47.2%                                    | 6.6%           | 57.6%                                    | 11.9%          | 0.3%                            | 0.7%      |
| Asian or Other Pac. Islanders                                               | 447               | 64.6%                                    | #DIV/0!        | 73.9%                                    | 3.6%           | 0.7%                            | 5.2%      |
| Some Other Race                                                             | 2,112             | 72.4%                                    | 9.5%           | 76.1%                                    | 6.1%           | 3.4%                            | 2.3%      |
| Two or More Races                                                           | 2,066             | 74.3%                                    | 3.2%           | 74.3%                                    | 6.6%           | 3.3%                            | 4.3%      |
| Hispanic or Latino                                                          | 4,789             | 70.6%                                    | 9.7%           | 77.0%                                    | 6.3%           | 7.7%                            | 5.4%      |
| <b>Employment Characteristics by Veteran Status, 18 to 64 years</b>         |                   |                                          |                |                                          |                |                                 |           |
| Veterans, 18 to 64 years                                                    | 1,959             | 80.6%                                    | 3.0%           | 81.1%                                    | 4.0%           | 3.5%                            | 3.4%      |
| <b>Employment Characteristics by Disability, 20 to 64 years</b>             |                   |                                          |                |                                          |                |                                 |           |
| With Any Disability, 20 to 64 years                                         | 3,793             | 55.3%                                    | 5.7%           | 54.4%                                    | 10.2%          | 7.0%                            | 5.9%      |
| <b>Employment Characteristics by Educational Attainment, 25 to 64 years</b> |                   |                                          |                |                                          |                |                                 |           |
| Population, 25 to 64 years                                                  | 48,141            | 83.7%                                    | 2.9%           | 84.4%                                    | 3.3%           | 77.3%                           | 79.5%     |
| Less than H.S. Diploma                                                      | 3,204             | 74.3%                                    | 3.4%           | 67.2%                                    | 4.6%           | 6.7%                            | 4.7%      |
| H.S. Diploma or Equivalent                                                  | 12,685            | 79.0%                                    | 2.5%           | 76.8%                                    | 2.5%           | 26.3%                           | 19.0%     |
| Some College or Assoc. Degree                                               | 20,591            | 85.0%                                    | 1.9%           | 85.1%                                    | 3.6%           | 42.8%                           | 32.8%     |
| Bachelor's Degree or Higher                                                 | 11,662            | 90.1%                                    | 1.8%           | 90.3%                                    | 2.0%           | 24.2%                           | 43.4%     |

|                                                                             | Region 7W         |                             |                | Minnesota                   |                | Percent of<br>Total Labor Force |           |
|-----------------------------------------------------------------------------|-------------------|-----------------------------|----------------|-----------------------------|----------------|---------------------------------|-----------|
|                                                                             | In Labor<br>Force | Labor Force<br>Partic. Rate | Unemp.<br>Rate | Labor Force<br>Partic. Rate | Unemp.<br>Rate | Region<br>7W                    | Minnesota |
| <b>Total Labor Force</b>                                                    | <b>246,312</b>    | <b>72.1%</b>                | <b>3.3%</b>    | <b>68.7%</b>                | <b>4.0%</b>    |                                 |           |
| 16 to 19 years                                                              | 16,144            | 60.2%                       | 6.8%           | 53.0%                       | 9.8%           | 6.6%                            | 5.1%      |
| 20 to 24 years                                                              | 27,846            | 85.2%                       | 5.6%           | 83.1%                       | 6.7%           | 11.3%                           | 9.7%      |
| 25 to 44 years                                                              | 101,339           | 89.3%                       | 3.0%           | 88.8%                       | 3.5%           | 41.1%                           | 42.8%     |
| 45 to 54 years                                                              | 49,034            | 90.5%                       | 2.5%           | 87.8%                       | 2.9%           | 19.9%                           | 19.0%     |
| 55 to 64 years                                                              | 41,029            | 75.5%                       | 2.6%           | 72.8%                       | 3.1%           | 16.7%                           | 17.6%     |
| 65 to 74 years                                                              | 9,341             | 26.2%                       | 2.4%           | 27.6%                       | 3.3%           | 3.8%                            | 4.9%      |
| 75 years & over                                                             | 1,499             | 6.1%                        | 0.6%           | 6.6%                        | 3.2%           | 0.6%                            | 0.8%      |
| <b>Employment Characteristics by Race &amp; Hispanic Origin</b>             |                   |                             |                |                             |                |                                 |           |
| White alone                                                                 | 219,948           | 71.8%                       | 2.9%           | 67.8%                       | 3.4%           | 89.3%                           | 81.3%     |
| Black or African American                                                   | 10,365            | 75.8%                       | 12.2%          | 71.5%                       | 8.7%           | 4.2%                            | 6.1%      |
| American Indian & Alaska Native                                             | 506               | 58.2%                       | 12.0%          | 57.6%                       | 11.9%          | 0.2%                            | 0.7%      |
| Asian or Other Pac. Islanders                                               | 4,121             | 74.9%                       | 3.5%           | 73.9%                       | 3.6%           | 1.7%                            | 5.2%      |
| Some Other Race                                                             | 4,026             | 75.5%                       | 1.4%           | 76.1%                       | 6.1%           | 1.6%                            | 2.3%      |
| Two or More Races                                                           | 7,308             | 73.8%                       | 4.6%           | 74.3%                       | 6.6%           | 3.0%                            | 4.3%      |
| Hispanic or Latino                                                          | 7,652             | 78.0%                       | 3.4%           | 77.0%                       | 6.3%           | 3.1%                            | 5.4%      |
| <b>Employment Characteristics by Veteran Status, 18 to 64 years</b>         |                   |                             |                |                             |                |                                 |           |
| Veterans, 18 to 64 years                                                    | 8,374             | 78.7%                       | 3.2%           | 81.1%                       | 4.0%           | 3.7%                            | 3.4%      |
| <b>Employment Characteristics by Disability, 20 to 64 years</b>             |                   |                             |                |                             |                |                                 |           |
| With Any Disability, 20 to 64 years                                         | 11,667            | 56.9%                       | 9.3%           | 54.4%                       | 10.2%          | 5.3%                            | 5.9%      |
| <b>Employment Characteristics by Educational Attainment, 25 to 64 years</b> |                   |                             |                |                             |                |                                 |           |
| Population, 25 to 64 years                                                  | 191,443           | 86.2%                       | 2.8%           | 84.4%                       | 3.3%           | 77.7%                           | 79.5%     |
| Less than H.S. Diploma                                                      | 8,430             | 69.5%                       | 3.3%           | 67.2%                       | 4.6%           | 4.4%                            | 4.7%      |
| H.S. Diploma or Equivalent                                                  | 44,537            | 80.1%                       | 1.7%           | 76.8%                       | 2.5%           | 23.3%                           | 19.0%     |
| Some College or Assoc. Degree                                               | 75,233            | 88.3%                       | 3.3%           | 85.1%                       | 3.6%           | 39.3%                           | 32.8%     |
| Bachelor's Degree or Higher                                                 | 63,198            | 91.4%                       | 1.4%           | 90.3%                       | 2.0%           | 33.0%                           | 43.4%     |

|                                                                             | Region 7E         |                             |                | Minnesota                   |                | Percent of<br>Total Labor Force |           |
|-----------------------------------------------------------------------------|-------------------|-----------------------------|----------------|-----------------------------|----------------|---------------------------------|-----------|
|                                                                             | In Labor<br>Force | Labor Force<br>Partic. Rate | Unemp.<br>Rate | Labor Force<br>Partic. Rate | Unemp.<br>Rate | Region<br>7E                    | Minnesota |
| <b>Total Labor Force</b>                                                    | <b>88,733</b>     | <b>64.7%</b>                | <b>4.4%</b>    | <b>68.7%</b>                | <b>4.0%</b>    |                                 |           |
| 16 to 19 years                                                              | 4,501             | 53.2%                       | 7.2%           | 53.0%                       | 9.8%           | 5.1%                            | 5.1%      |
| 20 to 24 years                                                              | 7,212             | 82.1%                       | 6.6%           | 83.1%                       | 6.7%           | 8.1%                            | 9.7%      |
| 25 to 44 years                                                              | 35,231            | 84.8%                       | 4.7%           | 88.8%                       | 3.5%           | 39.7%                           | 42.8%     |
| 45 to 54 years                                                              | 18,851            | 86.2%                       | 3.8%           | 87.8%                       | 2.9%           | 21.2%                           | 19.0%     |
| 55 to 64 years                                                              | 18,049            | 69.3%                       | 3.0%           | 72.8%                       | 3.1%           | 20.3%                           | 17.6%     |
| 65 to 74 years                                                              | 4,090             | 22.4%                       | 3.5%           | 27.6%                       | 3.3%           | 4.6%                            | 4.9%      |
| 75 years & over                                                             | 776               | 6.4%                        | 1.8%           | 6.6%                        | 3.2%           | 0.9%                            | 0.8%      |
| <b>Employment Characteristics by Race &amp; Hispanic Origin</b>             |                   |                             |                |                             |                |                                 |           |
| White alone                                                                 | 83,409            | 65.3%                       | 4.1%           | 67.8%                       | 3.4%           | 94.0%                           | 81.3%     |
| Black or African American                                                   | 433               | 27.7%                       | 9.5%           | 71.5%                       | 8.7%           | 0.5%                            | 6.1%      |
| American Indian & Alaska Native                                             | 862               | 52.0%                       | 16.4%          | 57.6%                       | 11.9%          | 1.0%                            | 0.7%      |
| Asian or Other Pac. Islanders                                               | 1,096             | 70.0%                       | 4.7%           | 73.9%                       | 3.6%           | 1.2%                            | 5.2%      |
| Some Other Race                                                             | 436               | 73.8%                       | 3.9%           | 76.1%                       | 6.1%           | 0.5%                            | 2.3%      |
| Two or More Races                                                           | 2,470             | 62.1%                       | 7.9%           | 74.3%                       | 6.6%           | 2.8%                            | 4.3%      |
| Hispanic or Latino                                                          | 1,905             | 64.6%                       | 6.7%           | 77.0%                       | 6.3%           | 2.1%                            | 5.4%      |
| <b>Employment Characteristics by Veteran Status, 18 to 64 years</b>         |                   |                             |                |                             |                |                                 |           |
| Veterans, 18 to 64 years                                                    | 3,978             | 76.1%                       | 5.2%           | 81.1%                       | 4.0%           | 4.8%                            | 3.4%      |
| <b>Employment Characteristics by Disability, 20 to 64 years</b>             |                   |                             |                |                             |                |                                 |           |
| With Any Disability, 20 to 64 years                                         | 5,868             | 51.5%                       | 10.1%          | 54.4%                       | 10.2%          | 7.4%                            | 5.9%      |
| <b>Employment Characteristics by Educational Attainment, 25 to 64 years</b> |                   |                             |                |                             |                |                                 |           |
| Population, 25 to 64 years                                                  | 72,159            | 80.7%                       | 4.1%           | 84.4%                       | 3.3%           | 81.3%                           | 79.5%     |
| Less than H.S. Diploma                                                      | 3,778             | 64.5%                       | 5.4%           | 67.2%                       | 4.6%           | 5.2%                            | 4.7%      |
| H.S. Diploma or Equivalent                                                  | 21,983            | 74.1%                       | 2.0%           | 76.8%                       | 2.5%           | 30.5%                           | 19.0%     |
| Some College or Assoc. Degree                                               | 30,421            | 84.4%                       | 3.2%           | 85.1%                       | 3.6%           | 42.2%                           | 32.8%     |
| Bachelor's Degree or Higher                                                 | 15,960            | 89.1%                       | 2.1%           | 90.3%                       | 2.0%           | 22.1%                           | 43.4%     |



- c. How the local board will make opportunities in these areas known to customers, including employers and job seekers, and how the local board will create, modify or expand responsive workforce development programs and initiatives.

The local board will effectively communicate and disseminate information about the various opportunities available in the local area to customers, including employers and jobseekers. This will be done through a comprehensive outreach strategy that utilizes multiple channels, such as online platforms, social media, community events, CFL career labs, and partner program staff. By leveraging these communication channels, the local board will ensure that all relevant stakeholders are aware of the opportunities and can take advantage of them.

- A.7. Describe the process used by the local area board to provide opportunity for public comment, including comment by representatives from businesses and comment by representatives of labor organizations, and input into the development of the local plan, prior to submission of the plan.

Input regarding individual program processes, procedures, and service delivery is sought through various communication methods and ultimately brought to the local plan. The process involves several key steps:

During regular meetings, the board announces its intention to develop a local plan and solicits input. WDB meetings are public meetings where community members, including representatives from businesses and labor organizations, can voice their opinions, concerns, and suggestions regarding the development of the local plan. The board itself also represents these interested parties.

During the comment period, the board carefully considers all feedback from the public, businesses, labor organizations, and other stakeholders. This comprehensive review ensures that every viewpoint is considered, potentially leading to revisions that better address the stakeholders' needs and priorities.

Before the plan is submitted to DEED, the board provides a final copy to partners, the WBD Workforce Development Committee, the Local Workforce Development Board, and CEOs for comment.

Overall, this process ensures that the development of the local plan is transparent, inclusive, and responsive to the needs and priorities of the community, jobseekers, businesses, and other stakeholders.

- A.8. Describe how the local area is working together to prepare the workforce for state and federal investments in the Bipartisan Infrastructure Law (BIL), the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act, and the Inflation Reduction Act (IRA) (collectively referred to as Investing in America (IIA)).

We are at the early stages of these initiatives. We aspire to work together and assess the skill gaps in the workforce relevant to the industries targeted by the IIA initiatives. These assessments help in understanding the specific training needs and areas where workforce development efforts should be focused.

Once we identify the gaps, we will work with our education partners to determine which programs, including vocational training, apprenticeships, certification courses, and degree programs, are available to meet the needs of the targeted industries. Our role will be as interveners and coordinators of collaboration between local businesses and educational institutions, which is crucial for aligning training programs with employers' needs.

Our aim is to create education and training opportunities, particularly for underserved communities and populations disproportionately affected by economic disparities. This transformative initiative may involve providing financial assistance, scholarships, and support services to individuals pursuing education and training in relevant fields, thereby empowering them to bridge the skill gaps and contribute to their communities.

We will build upon current programming including the local area Youthbuild program. This valuable initiative helps develop skilled tradespeople, including welders, pipefitters, masons, and concrete finishers, by providing comprehensive training and educational opportunities tailored to the needs of the construction industry. WIOA Youth and Adult training focus on post-education and certifications in STEM pathways that lead to occupations like engineering, transportation, project management, and architecture. Additional activities to support these initiatives include:

- CMJTS serves on CMMA board and focuses upon workforce development initiatives. CMMA membership includes components of clean energy, transportation, and medical device industries.
- CMJTS serves on Wright County Economic Development Partnership board focusing on workforce development initiatives. This group promotes and helps business gain access to federal, state, and local resources designed to stimulate and support targeted industries and infrastructure, including roads, bridges, and mass transit, water infrastructure, resilience, and broadband.
- CMJTS supports construction and infrastructure improvement and development initiatives through collaboration with entities involved in this work by assisting with workforce sourcing, development, and retention.



- CMJTS supports clean energy and domestic energy initiatives by supporting the agriculture-based economy in our service area. Ethanol production, solar and wind energy are examples of domestic energy production that CMJTS supports.
- CMJTS has an Xcel Energy corporate leader on our board to help focus, guide, and support our investments, goals and initiatives associated with clean energy development, production, and distribution.
- CMJTS Power Up grant
- CMJTS hiring events and career expo's target and include employers in industries that are engaged in Invest In America initiatives.

## **SECTION B: PROGRAM OPERATIONS**

### **CareerForce Operations – Connection to Services**

- B.1. Describe how local area boards will work with each other, core title providers and available data to designate at least one CareerForce Center per local workforce development area as comprehensive and make recommendations on recognizing affiliate and standalone partner sites.

The WDB has strategically designated one comprehensive One-Stop center in Local LWDA 5, conveniently located at 406 7th Street East, Monticello, MN 55362. This center serves as a hub, providing easy access to the services of all required partners.

The board may also recognize affiliate, specialized, and standalone partner sites as long as one or more of the One-Stop partners' programs, services, and activities are made available to jobseekers and businesses at that site, with the following exception: the NPRMs do reaffirm that standalone Wagner-Peyser offices are prohibited—a Wagner-Peyser office cannot serve as an affiliated site without at least one other required partner.

If the operator is interested in having their site considered as an affiliate, specialized, or standalone partner, the operator must submit a formal request to the WDB. This process ensures that all potential partners are given fair consideration.

Currently, the WDB has no plans to expand sites; we are decreasing our physical footprint in many locations in the 11-county service area.

- B.2. Describe the strategies to ensure proper connectivity and coordination among the physical sites within the local workforce development area.

Proper connectivity and coordination among the local workforce development area's physical sites occur through solid telecommunication and in-person meetings between partner

managers and supervisors. This group of partner managers includes CMJTS program managers for WIOA Youth, Adult, and Dislocated Worker programs, TANF public assistance programs, including DWP, MFIP and SNAP, DEED Job Service, Adult Basic Education, and Vocational Rehabilitation Services. Besides the communication described above, Region 3's One-Stop Operator (OSO) convenes regular regional CFC Memorandum of Understanding (MOU) service provider partner meetings.

Coordinating services between physical sites are achieved through the regular meetings noted above and utilizing itinerant staff. LWDA 5 has many team members who routinely travel between CFCs and has the opportunity to share ideas on how to effectively collaborate within a center, as they can take and share best practices from multiple CFCs.

**B.3. Describe the strategies to ensure proper connectivity and coordination among the service providers within the local workforce development area.**

Implementing a variety of strategies facilitates proper connectivity and coordination among service providers within the local workforce development area. A key strategy is establishing regular communication channels, such as meetings or virtual check-ins. These platforms allow service providers to discuss their programs, share best practices, and align their efforts. This unified approach ensures that all providers are on the same page and working towards common goals, enhancing connectivity and coordination. For an example of partner communication, the Elk River ABE site coordinator often emails CMJTS Career Navigators regarding specific ABE learners or questions regarding CMJTS programs. Career Navigators travel to the ABE site to meet with ABE learners if necessary. Flyers regarding programs are shared with ABE sites and passed on to ABE learners.

Another crucial strategy is the development of strong partnerships and collaborations among service providers. By pooling our strengths, resources, and expertise, partners can better serve the needs of the local workforce. This collaborative approach can involve sharing data and information, referring clients to each other's programs, and coordinating services to provide a more seamless experience for jobseekers. Ultimately, these strategies enhance connectivity and coordination within the local workforce development area, leading to better outcomes for individuals seeking employment and training opportunities.

**B.4. Describe other strategies that will be used to maximize services and access to services, such as non-traditional hours or using partner facilities.**

The current hours of operation at our comprehensive CFL and affiliate sites are from 8 am to 4:30 pm, Monday through Friday. Various options may be implemented beyond the traditional methods to enhance the accessibility and effectiveness of CareerForce services. One approach utilized is to extend the operating hours of the job centers to accommodate individuals who

may not be able to visit during regular business hours. By offering non-traditional hours, such as evenings for program overviews and workshops or weekends to participate in outreach activities, more people can access the services provided by the CFL. This flexibility can cater to the needs of those who work during the day or have other commitments that prevent them from seeking assistance during typical operating times.

Another strategy to maximize services and access is establishing partnerships with other facilities or organizations. By collaborating with community centers, ABE sites, local libraries, or college campuses, CFC staff can reach a wider audience and provide services in more convenient locations for individuals seeking assistance. Partnering with these facilities can also help the WDB tap into existing networks and resources within the community, enhancing the overall support available to jobseekers. This collaborative approach can create a more seamless experience for individuals seeking employment.

B.5. Describe the strategic approaches to ensure all elements of Career Services are available at service locations or online, including services for youth and individuals with barriers to employment or service access.

It is essential to implement strategic approaches that cater to the diverse needs of individuals seeking employment opportunities to guarantee that all components of CareerForce services are accessible both in person and online. This includes ensuring that services are readily available for youth who are just entering the workforce and for individuals facing barriers to employment or challenges in accessing services. By adopting a strategic approach, services can effectively reach a wider range of individuals and provide tailored support to meet their specific needs.

The WDB strives to ensure that the community is aware of CareerForce services. Promotion is achieved through joint presentations, cold calling, word-of-mouth encouragement, and public relations campaigns. Many people may have never accessed the CareerForce system before. The WDB ensures that programs and services are available via in-person program representation, cross-training of career lab and reception staff to promote available services, or via phone or digital access. For jobseekers who do not have a car, do not drive, or have access to public transportation, a CFC staff may provide services through virtual means or by telephone, which can include access to online platforms and mobile applications or easy access to job listings, resume-building tools, and virtual career counseling services.

The CMJTS WDB ensures a well-rounded service delivery system that represents our communities' diverse needs and secures access for disconnected youth, women, communities of color, and persons with disabilities through a highly skilled and well-trained staff.

- B.6. Describe how the local area board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

Utilizing technology can be a valuable strategy to expand access to LWDA 5 CFC services. Implementing online platforms or virtual services has enabled individuals to access resources and support remotely, eliminating barriers such as transportation or geographical constraints. By referring participants to CareerForce MN virtual workshops, job fairs, or one-on-one counseling sessions, the staff can cater to a broader audience and assist those unable to visit a physical location. Embracing technology enhances the efficiency and reach of services, ultimately maximizing the impact and support provided to individuals seeking employment opportunities.

- B.7. Describe how the one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by one-stop partners.

The need for technology-specific accessibility has increased in importance post-pandemic, and partner staff have integrated technology solutions that allow for seamless intake, assessment, and case management processes. In some cases, the staff will meet with participants in their homes or public locations close to home.

With the integration of technology, the staff can cater to a broader audience and assist those unable to visit a physical location. This not only enhances the efficiency and reach of services but also holds the promise of maximizing the impact and support provided to individuals seeking employment opportunities.

With electronic document storage (EDS), partner staff can quickly access and share relevant information with just a few clicks. It streamlines the case management process, allowing for faster decision-making and improved collaboration among team members. Additionally, EDS ensures that important case documents are securely stored and can be accessed remotely, providing flexibility and convenience for staff who may need to work from different locations.

- B.8. Describe how supportive services, such as transportation and other needs, will be coordinated to better serve individuals with specific barriers to training, education and employment.

Supportive services for individuals with specific barriers to training, education, and employment typically involve a multifaceted approach that addresses various needs comprehensively. The career navigator begins the process by conducting in-depth assessments to recognize the specific challenges that jobseekers are confronting. These barriers might involve physical

limitations, insufficient transportation facilities, childcare obligations, mental health struggles, language barriers, or limited technology resources.

An essential aspect of our service is assisting participants in accessing community resources to overcome barriers in their job search. By connecting individuals with the appropriate community resources, we address the various challenges they may face when seeking employment. If, after seeking an alternative resource, participants still have a financial gap, the staff can assist with support services for expenses such as transportation vouchers, public transportation passes, shuttle services, childcare costs, attire for job search and job start, etc.

### **CareerForce Operations - Accessibility**

B.9. Describe strategies that will be used to leverage technology for services and ensure compliance with accessibility standards.

Access to technology is a challenge in rural LWDA 5 since the WDA experiences pockets of limited broadband and connectivity. Understanding the needs of job seekers and businesses is critical to ensuring their competitiveness locally, at the State level, and at the national and international levels.

The following strategies leverage technology for services, provide equal opportunity, and ensure compliance with accessibility standards:

- Promote access to CFC services and programs to people with disabilities and share resources with the CFC staff for those who benefit from assistive technology or accommodations.
- Train all staff on the use of available assistive technology and referral resources.
- Use career lab computers to support jobseeker virtual interviews with potential employers and access the Minnesota Relay system.
- Use of online chat features like Microsoft Teams IM to assist with the navigation of CFC services.
- Use of a dedicated email address to offer online résumé reviews and delivery of online services.
- Make available a virtual option for CFC services, including program orientation videos explaining benefits and CareerForce online webinars and workshops.
- Implement digital literacy and skills training programs to empower residents of rural communities to utilize technology effectively.

- Deliver access to wireless technologies such as fixed wireless broadband and mobile hotspots, which provide connectivity in areas where traditional wired infrastructure is not available. This is done through the use of support services for eligible participants.

The CMJTS WDB recognizes the need to enhance online services, create the opportunity for a virtual CFC experience, and coordinate CFC partner services. Broadband access is essential now more than ever. It is vital to jobseekers' success in obtaining employment, students' distance learning during a pandemic, and businesses maintaining a competitive edge. Because of this, the CMJTS LWDB advocates for government and private sector investment in broadband infrastructure to expand coverage in underserved rural areas, including initiatives such as subsidies, tax incentives, public-private partnerships, and grants to encourage the deployment of broadband networks.

B.10. Describe the replicated cooperative agreements (as defined in section 107(d)(11) of WIOA) between the local area board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated state agency or designated state unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

The CMJTS LWDB and Vocational Rehabilitation Services collaborate to enhance services to individuals with disabilities, individuals with other barriers to employment, and individuals living in poverty. Services are co-located in CareerForce locations to provide access to various services. Each CareerForce provides an orientation to services available to assist job seekers in making an informed decision about their choice of service provider. Career lab and program staff may receive training on disability-specific services and accommodations, while staff during CFL partner meetings may learn about workforce development programs and resources. Direct service staff participate in cross-training to ensure they understand the services offered by the various partners and the eligibility criteria for each program.

Vocational Rehabilitation consultation services are readily available without the need for individuals to apply for services. This accessibility is a key feature, as it allows for easy access to information on topics such as how and when to disclose a disability, effective use of assistive technology, Social Security work incentives, and benefits planning. The Disability Benefits 101 software program, developed using Medicaid Infrastructure grant funding, is a valuable



resource for all partners. It assists staff in informing jobseekers about the impact earned income will have on federal and state benefits, including public health insurance.

The CMJTS LWDB consults with Vocational Rehabilitation Services as they are developing initiatives such as customized training programs, career pathways initiatives, youth services, and other business services.

- B.11. Describe how entities within the one-stop delivery system will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990, regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities including providing staff training and support for addressing the needs of individuals with disabilities.

The CareerForce locations in LWDA 5 are mandated to comply with section 188 of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

Statewide CareerForce offices are certified as ADA-compliant by the Minnesota Department of Employment and Economic Development before certification and are periodically reviewed by DEED for compliance. In addition, we have assistive technology devices and software that are designed to be fully accessible. Necessary paperwork, meetings, technology, and alternative formats are offered. We provide regional outreach to ensure accessibility to outlying areas. All programs within the Minnesota CareerForce system are expected to be fully accessible to all Minnesotans. Vocational Rehabilitation Services and State Services for the Blind are available for consultation with other programs should unexpected accessibility issues occur. There is co-enrollment and consultation between Vocational Rehabilitation Services, the local Disability Resource Coordinator, and the other partners, which further enhances overall accessibility.

### **CareerForce Operations – EEO Compliance**

- B.12. The local workforce development area and their partners are aware of the responsibilities of the Equal Opportunity Officer, including attending DEED sponsored EO Training?

Yes

✓

- B.13. The local workforce development area is aware of and conducts annually a physical and program accessibility review.

Yes ☒  
\_\_\_\_\_

- B.14. Does the local workforce development area have in place an agreed upon WIOA Discrimination complaint process per the [regulations](#)?

Yes ☒  
\_\_\_\_\_

- B.15. Does the local workforce development area have in place an agreed upon WIOA Program Complaint Policy per the [regulations](#)?

Yes ☒  
\_\_\_\_\_

- B.16. Does the local workforce development area have in place a [language access policy and plan](#)? Describe your local workforce development areas language access policy. If you do not have a policy in place, use the following link as a guide in creating your policy [Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs \(lep.gov\)](#). This link on pages 9-15 includes sample assessments, questions and information on: 1) Understanding how LEP individuals interact with your agency; 2) Identification and assessment of LEP Communities; 3) Providing language assistance services; 4) Training of staff on policies and procedures; 5) Providing notice of language assistance services. Should you have questions pertaining to your LWDA's language access policy contact the Office of Diversity and Equal Opportunity at [DEED.ODEO@state.mn.us](mailto:DEED.ODEO@state.mn.us) Attachment C

Yes ☒  
\_\_\_\_\_

- B.17. Describe the affirmative outreach strategies your local workforce development area will employ to recruit participants that are representative of the populations in your region. (You may also attach an outreach or engagement plan if one exists for your LWDA).

To help with participant access and to reduce cultural barriers, CMJTS provides ongoing training to its staff, makes applications available in English, Somali, and Spanish, and uses interpreters as needed. Staff target their outreach at community events to ensure access to programs for all individuals, booths at county fairs, Veterans or Pride events or presentations, and disability service events. CMJTS has access to partners with expertise and diverse staff to ensure all programming is delivered in a culturally competent manner.



Targeted outreach to diverse populations occurs when there are openings at CMJTS, e.g., promotion on Somali radio. Staff participated in a poverty simulation, attended Bridges out of Poverty training, reviewed modules for working with individuals with disabilities available on Workforce GPS, received training on working with second-chance individuals, and received cultural awareness training. All staff and board members have taken the Intercultural Development Inventory assessment. Each person is in the process of receiving an individual debriefing and a plan to increase their cultural competence.

CMJTS is co-leading the Inclusive Workforce Employer (I-WE) designation in central Minnesota, supported by the Workforce Development Boards of LWDA 5 and LWDA 17. The I-WE Goal is to reduce disparities and raise awareness of diversity, inclusion, value, and equity in the workplace. By creating a designation to recognize central Minnesota employers committed to advancing DEI in their workplace cultures and communities, we are not only promoting diversity but also fostering a more inclusive and equitable work environment. The I-WE designation will have a profound impact on the community by ensuring that our employers welcome a diverse workforce, leading to a more vibrant and dynamic local economy.

### **CareerForce Partners**

B.18. Describe the roles and resource contributions of the one-stop partners.

One-stop partners are pivotal in the workforce system, bringing a diverse range of resources, expertise, and services. Their role is to create a comprehensive and integrated approach to workforce development, with the aim of connecting individuals with employment opportunities. Simultaneously, they support the growth and competitiveness of local economies.

The WDB firmly upholds the 'no wrong door' approach, ensuring that all individuals or employers, regardless of their entry point into the CareerForce Center system, have access to the resources and services they need. This approach creates a seamless system where individuals can easily access a variety of education, training, and employment services. It guarantees that everyone, from newcomers to the system to those requiring co-enrollment, is connected to the appropriate resources to meet their needs. By implementing this approach, we can ensure that everyone has access to the support they need to thrive in the workforce and contribute to a strong economy. Together, our WIOA core partners deliver variations of the following services, depending on their WIOA Title and program directives:

**Employment Assistance:** Partner staff supports job seekers by providing job search assistance, career counseling, and placement services.

**Education and Skill Enhancement:** Colleges, universities, vocational schools, and training organizations play a crucial role in enhancing the skills and qualifications of job seekers through educational programs and training courses that align with the labor market demands.

**Career Guidance:** Valuable guidance on career exploration, skill assessment, resume writing, interview preparation, and other aspects of career development to assist individuals in making well-informed decisions about their career paths.

**Work Readiness:** Partners offer job training programs and deliver workshops, apprenticeships, on-the-job training, and other initiatives to improve the employability of jobseekers.

**Workforce Development:** Partners involved in workforce development initiatives contribute resources to support job training, skill development, and employment opportunities, often focusing on specific populations such as veterans, youth, individuals with disabilities, or those facing barriers to employment.

**Employer Partnerships:** Partnerships with employers enable one-stop centers to facilitate job postings, recruitment events, job fairs, and employer-led training programs to meet the hiring needs of local businesses and industries.

**Supportive Services:** Partner programs provide various support services to eligible participants, including childcare assistance, transportation assistance, housing assistance, and other resources, to help individuals overcome barriers to employment and actively participate in workforce development programs.

B.19. Describe how the local area board will ensure continuous improvement of eligible providers of services through the system.

The WDB plays a crucial role in ensuring the continuous improvement of eligible service providers through the system. One way they achieve this is by regularly monitoring and evaluating their performance, which involves analyzing participant outcomes, program effectiveness, and customer satisfaction metrics. By closely examining these indicators, the board can identify areas for improvement and take necessary actions to enhance the quality of services provided.

In addition to reviews, the local area board takes a collaborative approach, fostering collaboration and communication among providers. They facilitate regular meetings where providers can share best practices, discuss challenges, and exchange ideas. This collaborative approach encourages providers to learn from each other's experiences and implement innovative strategies to enhance their services. It also makes the partnership feel included and part of the improvement process. By creating a supportive network, the board ensures that

providers have access to valuable resources and support systems that can contribute to their continuous improvement.

Furthermore, the local area board actively engages with stakeholders, including participants, employers, community-based organizations, and educational institutions, to gather feedback and input on providers' performance, which is crucial in identifying areas of improvement and aligning the services provided with the needs of the local workforce.

B.20. Describe the local workforce development area's processes to assure non-duplicative services and avoid duplicate administrative costs.

One of the key components of the workforce development area's approach is coordination among service providers to identify gaps and overlaps in services. By working together, partners can share information and resources, collaborate on service delivery, and avoid duplication of services. This collaborative effort helps to ensure that individuals receive comprehensive support that meets their needs without unnecessary duplication or fragmentation of services.

B.21. Describe how the Memorandum of Understanding will be or has been developed and used to ensure commitment of resources from service providers and required partners.

The primary goal of the MOU is to ensure CFL partner coordination, collaboration, and the effective use of resources to improve the workforce system and better serve job seekers and employers. The WDB acts as convener of the LWDA 5 partners and stakeholders, ensuring that the different agencies, organizations, or entities involved in the workforce system work together seamlessly to avoid duplication of efforts and maximize impact. Stakeholders have met several times to review the progress and completion of the partner MOU.

By establishing clear goals and mechanisms for coordination, collaboration, and resource utilization, the MOU holds the promise of streamlining operations, addressing gaps or inefficiencies, and ultimately improving outcomes for all stakeholders involved in the workforce system. This is an exciting opportunity for us to enhance our collective efforts and make a significant impact.

LWDA 5 is in the final stages of completing its MOU and the Infrastructure Funding Agreement.

B.22. Describe how local area boards will ensure state policies on infrastructure funding requirements are adhered to and the process for addressing any discrepancies or disagreements.

The LWDA 5 MOU identifies the partner roles and responsibilities, including who must contribute resources to the IFA. Each partner will support providing services at the comprehensive One-Stop Center through cash, non-cash contributions, or third-party in-kind contributions agreed upon by all parties.

Recognizing that providers may face challenges in meeting infrastructure funding requirements and aligning service delivery, local area boards and DEED leadership will offer technical assistance and support, including training and help facilitating partnerships within the organizations to strengthen infrastructure and service delivery.

The WDB has a standing committee of the board, the Operations Committee, which addresses Infrastructure Funding Agreements (IFA) between CFL partners, ensures state policies are reviewed and followed, and addresses any discrepancy or disagreement among the partners. If differences exist, the core partners are invited to the Operations Committee to report information and express disputes. In addition to the Operations Committee, the CMJTS WDB has a Finance Committee that, when convened, can address discrepancies in the IFA and report back to the Operations Committee.

B.23. Describe how local area boards, who contract out for provider services, will ensure that providers fully participate in infrastructure funding requirements and the alignment of service delivery within the local workforce development area 134(c)(3)(G) of WIOA.

NA

B.24. Describe the competitive process to be used to award the sub-grants and contracts in the local workforce development area for activities carried out under section 107(d)(16) WIOA.

CMJTS is the administrative entity, fiscal agent, and grantee for WIOA Title I activities in LWDA 5. Grants are awarded, and contracts result from a JPB Agreement between the eleven counties within LWDA 5. This agreement is updated every two years. The CMJTS chief executive officer serves as staff to the CMJTS LWDB.

B.25. Describe and identify the entity responsible for the disbursement of grant funds described in section 107(d)(12)(B)(i)(III) of WIOA.

The WDB follows federal law regarding the disbursement of grant funds for workforce development purposes. According to this law, the chief elected official in LWDA 5 shall serve as the local grant recipient and shall be liable for any misuse of the grant funds allocated to the local

area. The current Joint Powers Board (JPB) Agreement between the JPB and CMJTS designates that CMJTS is responsible for receiving grant funds allocated under WIOA and administering them for workforce development activities within the designated area covered by the Joint Powers Board. As the grant recipient and administrative entity, CMJTS would be tasked with managing the funds by WIOA guidelines, implementing approved programs, and reporting on outcomes as required by federal regulations and the terms of the grant agreement.

### **Levels of Performance**

- B.26. Describe how the local levels of performance negotiated with the Governor and chief elected official will be used to measure the performance of the local workforce development area and to be used by the local area board for measuring the performance of the local fiscal agent, eligible providers under subtitle B of WIOA and the One-stop delivery system.

The process of utilizing the agreed-upon local performance levels and a collaborative effort with the governor, chief elected official, and other key stakeholders to assess the effectiveness of the local workforce development area is crucial for ensuring accountability and success. These negotiated performance levels serve as benchmarks for measuring the overall performance of the local workforce development area, providing a clear framework for evaluating progress and identifying areas for improvement. By using these negotiated performance levels as a guide, the local area board can make informed decisions, allocate resources effectively, and ultimately enhance the overall performance of the local workforce development system.

- B.27. Describe the actions the local area board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the state board.

The CMJTS WDB follows the guidance in the Governor's Workforce Development Board (GWDB) orientation materials for state and local boards. This work includes the key elements (factors) for strategic, high-performing boards.

Consistent with the state plan's focus on providing support and resources to expand successful recruitment and retention initiatives and partnerships focused on diversity, equity, inclusion, and accessibility, the WDB will implement the following strategies to expand state goals to the local area:

- **Establish Inclusive Criteria:** Develop criteria for board membership that prioritize diversity in terms of race, ethnicity, gender, age, disability status, socioeconomic background, geographic location, and professional expertise. Ensure that these criteria are clearly outlined in the board's bylaws or operating guidelines.
- **Effective Leadership:** to foster high performance, the local area board must appoint or elect capable leaders who can offer clear guidance, direction, and support to board members, staff, and stakeholders. These leaders will also prioritize collaboration, hold themselves and others accountable, and ensure transparency in all decision-making processes.
- **Collaboration:** Involve stakeholders such as employers, educators, community-based organizations, and CFL partners in both the planning and execution phases of workforce

development initiatives. Cultivate partnerships and encourage collaboration to pool resources and expertise effectively.

- **Standing Committees:** The WDB will maintain standing committees such as the Youth Council, Community and Government Relations, and Workforce Development and ensure that each standing committee has a diverse membership representing various stakeholders such as employers, education and training providers, community organizations, labor unions, and government agencies. Diversity of perspectives enriches discussions and leads to better decision-making.
- **Career Pathways and Industry and Sector Partnerships:** The WDB will significantly influence secondary education reform initiatives where Career Pathways are emerging and leveraging business and industry groups to establish sector partnerships.
- **Local Labor Market Analysis:** Boards will have the opportunity to complete a comprehensive analysis of the workforce in the region, including current labor market employment data, information on labor market trends, and educational and skill levels of the workforce in the region, including individuals with barriers to employment.
- **Compliance and Accountability:** Adhere to state and federal regulations that oversee workforce development programs and initiatives to ensure compliance. Uphold transparency and accountability across all board activities, including financial management and reporting processes.
- **Professional Development:** Allocate resources towards providing training and development opportunities for board members, staff, and local employers to improve their skills, knowledge, and abilities. Examples include offering courses and workshops focused on leadership, governance, strategic planning, and best practices in workforce development.

### **Local Workforce Board Governance**

- B.28. Briefly describe the local area board's policy and timetable for filling vacancies, replacing/reappointing individuals whose terms have come to an end. Include in your description any plans to fill the terms that will be expiring as of June 30, 2024.

Our commitment to diversity in the Workforce Development Board membership is not just a goal but a fundamental principle. It is a key driver for promoting inclusivity and effectively representing the needs of our diverse communities. When a vacancy arises, the WDB proactively engages with our local communities through targeted outreach efforts. This may involve public announcements of the vacancy on our website, local newspapers, social media, or other community platforms, accompanied by comprehensive details about the position, eligibility criteria, and application instructions. We also collaborate with community



organizations, minority-serving institutions, local businesses, faith-based groups, and other stakeholders to identify potential candidates from underrepresented backgrounds. We aim to ensure a diverse membership representing various stakeholders such as employers, education and training providers, community organizations, labor unions, government agencies, and various industries. Diversity of perspectives enriches discussions and leads to better decision-making. Once the application period closes, the designated Joint Powers Board Chair reviews all received applications. They may assess candidates based on qualifications, experience, community involvement, and alignment with the board's objectives. The board operates through an electoral process of its board members.

The policy and timetable for filling vacancies and replacing/reappointing individuals to the board are designed with the utmost care to ensure a fair, transparent, and efficient process. Our aim is to select qualified individuals who can effectively contribute to the board's objectives and serve the interests of the local area. The WDB believes that this process, guided by our commitment to diversity and inclusivity, leads to the best outcomes for our board and the communities we serve.

The CMJTS WDB has three vacancies, for which we are actively recruiting.

B.29. Is your local area board currently in compliance with WIOA?

Yes ☒ \_\_\_\_\_

No ☐ \_\_\_\_\_

If No, what steps will be taken to bring your local area board into compliance by June 30, 2024?

B.30. Please include in Attachment B the composition of your board, including the sectors represented on the board, and to the extent practicable, the demographic makeup of your board.

#### Attachment D

### SECTION C: PROGRAM AND SERVICE DELIVERY

#### Local Area Board Program and Service Delivery

C.1. Describe how the local area board, working with the entities carrying out core programs will expand access to employment opportunities for eligible individuals, particularly eligible individuals with barriers to employment.

Local jobseekers' needs include the demand for employment and training services that increase occupational skills, job retention, and earning potential through access to meaningful career pathway exploration and counseling. The focus of core program services considers existing



career pathways experience and expands opportunities for success through job search assistance and training services. Alignment of core programs, including workforce investments, education, and economic development, will ensure a high-quality workforce. Guidance is provided through core programs by ensuring jobseekers receive local labor market information and educate them on the benefits of pursuing in-demand occupations. Various services may include preparing individuals for secondary or post-secondary training (including work-based options), career counseling, and referrals to community resources for support services. A unique initiative, CMJTS facilitates a weekly Professional Development and Networking group with jobseekers to enhance their job search competitive advantage by connecting them with area business and industry leaders to better meet their job search requirements.

Wagner-Peyser delivers vital services to jobseekers and businesses through Job Service. The focus of all services available through Minnesota's statewide network of CareerForce locations helps jobseekers find work and help employers find and retain qualified employees.

Job Service staff are dedicated to guiding jobseekers through every step of their career search, regardless of their current situation. At CareerForce locations, all jobseekers are welcomed and provided with the necessary services to secure employment, even if they face structural barriers. This comprehensive support ensures that no jobseeker is left behind in their search for work.

Vocational Rehabilitation Services (VRS) aims to empower Minnesotans with disabilities to achieve their goals for employment, independent living, and community integration. Work for those with disabilities will be in integrated, competitive positions in the community at competitive wages—wages that are not less than that customarily paid by the employer for the same or similar work performed by non-disabled individuals. All the individuals served by VRS have disability-related barriers to employment. Many individuals are from diverse racial, ethnic, and cultural backgrounds, and some have criminal histories. Barriers commonly associated with poverty are common as well. VRS is expanding services to transition-aged youth in job exploration counseling, work-based learning experiences, counseling on enrollment opportunities in comprehensive transition or post-secondary educational programs at higher education institutions, workplace readiness training, and instruction in self-advocacy.

All CareerForce locations provide a staffed Career Lab to serve the public without regard for eligibility. Minnesota maintains strong, inclusive eligibility policies that address services available to the universal customer, ensuring that all CareerForce services are accessible to everyone.

- C.2. Describe how the local area board, working with the entities carrying out core programs, will expand access to supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

The board continuously evaluates the programs and services' effectiveness, soliciting feedback from participants and stakeholders. Based on this feedback, they make adjustments as needed to improve outcomes and better meet the needs of eligible individuals. Access to supportive services for eligible individuals is integral to effective service delivery and case management. Available supportive services, such as access to transportation resources, assistance with childcare expenses, and housing, enable individuals to participate in activities and maintain successful progress. Most core partners' programs also include provisions for clothing or equipment required for a new job and resources for medical needs, relocation, and emergency financial assistance during training and job search. Recognizing that each individual may have unique needs, the board promotes the development of customized solutions tailored to the specific circumstances of eligible individuals.

When individuals are not eligible for the specific programs or services offered by the local area, it's crucial to provide referrals to appropriate community resources. The WDB has encouraged all partner staff to establish strong referral networks with a wide range of community-based organizations and service providers. These include social services agencies, non-profit organizations, faith-based groups, healthcare providers, mental health clinics, substance abuse treatment centers, community action agencies, and more.

C.3. Describe how the local area board will facilitate the development of career pathways, co-enrollments (as appropriate) and activities that lead to industry recognized post-secondary credentials that are portable and stackable.

Providing career pathway services to customers is standard practice. Most employment and training programs include the concepts of connecting individuals to training, providing supportive services for those in education, providing career navigation services, and providing employment placement and retention after credential attainment. CFL jobseekers are directed to the best online resources to investigate career pathways, and they receive career guidance from CFL career lab staff or employment specialists to make informed decisions.

In addition to these basic services, LWDA 5 staff conduct an informal needs assessment of the local community to identify critical industries, skill gaps, and workforce demands to guide decision-making. They typically employ a combination of methods to gather information effectively that might involve analyzing reports from government agencies, industry associations, chambers of commerce, and labor market research. They look for information on sectors experiencing growth, emerging industries, and areas with high demand for specific skills. Business Service Staff engage with local businesses, educational institutions, CareerForce partners, and other stakeholders to gather input and foster collaboration. By building partnerships and relationships within the community, staff can access valuable resources, expertise, and support for addressing workforce challenges.

These models provide individuals with the best path to long-term career success. They offer opportunities to build upon their skills or "stack" credentials as they progress and satisfy local business workforce needs. The core partners develop plans with local colleges and create career pathway opportunities. The appropriate programming is crucial in providing support and financial services that enable jobseekers to progress down a career pathway and successfully obtain employment in an in-demand sector. This collaborative approach is a critical factor in the program's and its participants' success. [Discover Career Pathways Infographics](#)

C.4. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local workforce development area.

The availability of activities depends on a combination of factors, including funding, collaboration among stakeholders, program design, and ongoing evaluation efforts. Tailoring programs to the specific needs and challenges of the target population can lead to more successful outcomes in terms of employment, skills development, and economic mobility. Funding plays a crucial role in the availability. Federal and state funding, grants, and partnerships with local businesses and educational institutions determine the extent of services that can be offered.

WIOA Title I Adult and Dislocated Worker programs are designed to serve laid-off individuals, career changers, and adults who require training, support, and job search guidance to enter or re-enter the labor market. Adult Basic Education provides:

- Workplace and family literacy services.
- English literacy programs.
- Integrated English literacy-civics education programs.

The Adult Education and Literacy Act program is the principal support for adult basic and literacy education programs and activities for adults who lack basic skills, a high school diploma, or English proficiency.

Wagner-Peyser employment services provide a variety of employment-related labor exchange services, including, but not limited to, job search assistance, job referral, job placement assistance, re-employment services for unemployment insurance claimants, and recruiting assistance to employers with job vacancies. Services are delivered in one of three modes: self-service, facilitated self-help services, and staff-assisted service delivery approaches.

Vocational Rehabilitation Services (VRS) specializes in working with individuals with disabilities that pose barriers to employment, post-secondary training, independent living, and community integration. VRS works with other partners to contribute to the infrastructure of the WFC system. Resources contributed through VRS include pre-employment transition services,

vocational assessments, job tryouts, community-based evaluations, job search assistance, job coaching, case management, tuition assistance, and supportive services. VRS staff are available, as needed, to consult with partners working with individuals with disabilities. Additionally, VRS co-enrolls participants with other One-Stop partners to ensure collaboration and cohesive service delivery for the consumer's benefit.

Collaboration among workforce development core partners, community colleges, vocational schools, employers, and nonprofit organizations enhances the availability and effectiveness of programs by leveraging resources and expertise.

C.5. Describe and assess the type and availability of youth workforce investment activities in the local workforce development area, including youth with disabilities, which description and assessment shall include an identification of successful models of such youth workforce development activities.

CMJTS youth programs provide leadership in building a skilled workforce—workers who can do the jobs of today and learn tomorrow's jobs. Through career counseling, job training, and strong business relationships, CMJTS helps prepare young adults for career pathways and the world of work that leads to meaningful employment. Our goal is to assist youth with 10 offices across primarily rural areas to overcome barriers to employment and economic disparities. These services include work-based learning opportunities, career exploration, and job search assistance/guidance, labor market information activities, including information on high-opportunity careers, and career success skills development through an individualized approach.

The full complement of youth workforce investment activities is available through WDA 5 youth programs. These activities include:

- Objective assessment
- Development of Individual Service Strategies
- Program elements including:
  - Tutoring, study skills training, and drop-out prevention/recovery strategies
  - Alternative Secondary Services
  - Paid and unpaid work-based learning opportunities
  - Occupational Skills Training
  - Workforce preparation
  - Leadership development

- Support services
- Adult mentoring
- Follow-up Services
- Comprehensive guidance and counseling
- Financial Literacy training
- Entrepreneurial skills development
- Services that provide labor market information
- Post-secondary preparation and transition activities

The focus of youth workforce investment activities is to ensure that youth have the basic skills, work readiness skills, and occupational skills necessary to succeed in post-secondary education and training, unsubsidized employment, and career pathways that lead to self-sufficiency and family-sustaining wages.

Successful models include:

**Pre-Employment Transition Services (Career You):**

In partnership with Vocational Rehabilitation Services (VRS), CMJTS provides Pre-Employment Transition Services to youth with disabilities, ages 14-21, who are potentially eligible for VRS services. Career You offers these youth an opportunity to explore career and training options, gain work skills, and learn how to succeed after high school, including post-secondary education and competitive employment.

Through Career You, youth receive services, one-on-one or through large group activities, centered on job search/exploration, post-secondary education counseling, work-based learning, budgeting, work-readiness training, self-advocacy instruction, and community learning projects.

**Disability Employment Initiative:**

CMJTS' continues to link youth with disabilities to gainful employment through individualized and comprehensive services. These efforts will continue through the following strategies:

- CMJTS Youth Program Career Navigators will receive guidance and technical assistance from the DEI coordinator, who will continue to support career navigator staff to ensure coordination of services is successful.

- Guideposts for Success have shown to be beneficial with our DEI youth participants and used as an approach with our Pre-ETS youth or other youth in our programs that may need the extra guidance.
- Collaboration: CMJTS staff continue to build strong relationships with our partners who provide services to youth with disabilities. These collaborations include attending regular IEP meetings, participatory members of the local Community Transition Interagency Committees (CTIC), and consistent and regular meetings with our VRS partners.
- Have partners join the CMJTS Workforce Development Board's Youth Committee to advocate and help focus on services to people with disabilities under the Workforce Innovation and Opportunity Act (WIOA).

CMJTS is also a Ticket to Work service provider that offers Social Security disability beneficiaries (persons who receive SSI or SSDI) more intensive case management, including job coaching, job counseling, training, benefits counseling, and job placement. CMJTS has several staff that completed training to become a Work Incentive Practitioner and are now certified to help youth with disabilities receive better wraparound services. **Attachment E**

C.6. Describe how training services under chapter 3 of subtitle B of WIOA will be provided in accordance with section 134(c)(3)(G) of WIOA, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local area board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

Career navigators deliver training services that maximize consumer choice and, to the extent possible, pay directly to the training provider. This means that individuals receiving training services can select the training programs that best fit their needs and goals, and their career navigator provides resources such as the DEED data tool—Career and Education Explorer and CareerwiseMN.

Moreover, the training services are designed to meet the specific needs of local and regional economies. This strategic approach ensures that individuals are trained in industries and occupations that are in high demand, thereby increasing their chances of securing sustainable employment. This, in turn, contributes to the economic growth of the communities.

Overall, Section 134(c)(3)(G) emphasizes the importance of providing training services that are responsive to individual needs, promote consumer choice, and are aligned with the demands of the labor market to facilitate successful workforce outcomes for participants. CMJTS staff are trained to do just that.



- C.7. Describe the plans and strategies for, and assurances concerning, maximizing coordination of service provided by the state employment service under Wagner-Peyser Act, and services provided in the local workforce development area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

Under the One-Stop delivery system, Wagner-Peyser provides universal access to an integrated array of labor exchange services so that workers, job seekers, and businesses can find the services they need under one roof in easy-to-find locations.

Wagner-Peyser Employment Service focuses on providing various employment-related labor exchange services, including but not limited to job search assistance, job referral and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes: self-service, facilitated self-help services, and staff-assisted service delivery.

LWDA 5 staff have a strong working relationship. Leaders meet regularly to discuss strategies, challenges, and opportunities to create closer alignment among the services offered across LWDA5. In addition, One-Stop Operator meetings are held regularly to discuss operations among workforce system partners.

Quarterly partner staff meetings are periodically held to discuss the CareerForce program and operational practices, ensure program compliance, and discuss concerns and improvements. Best practices are shared among partners, and new ideas are generated based on changes in employment practices, unemployment figures, and business input.

Wagner-Peyser Activities Include:

- Providing virtual and interactive services for jobseekers, including workshops, one-to-one visits, and virtual career fairs. <https://www.careerforcemn.com/events>
- Job Service staff help jobseekers with the Good Jobs Now initiative. Outreach to UI recipients to provide career guidance and referrals to Dislocated Worker Services, VRS, and community partners. <https://www.careerforcemn.com/GoodJobsNow>
- Informing jobseekers about CareerForce services, including eligibility-based employment and training programs: Title 1 Adult programs, Dislocated Worker programs, Youth programs, Vocational Rehabilitation Services, Adult Basic Education, and Career Pathway grant programs.
- Educate jobseekers on using MinnesotaWorks.net and CareerForcemn.com, DEED's online job bank, to search for and apply for jobs.
- Offering 1:1 job search advice and assisting with writing effective résumés.



- Providing training on job-search fundamentals, including up-to-date strategies online and social media strategies.
- Recommending other community-based resources and services.
- Jobseekers who are veterans receive priority referrals to jobs and training, as well as special employment services and assistance.
- Encourage co-enrollment with Title 1 programs for Public Assistance recipients to access additional education and support services.
- Connect with local employers to list job opportunities on MinnesotaWorks. Wagner-Peyser staff keeps CareerForce partner staff informed of job opportunities in the area.
- Wagner-Peyser staff are typically the point person from CareerForce for job fairs and provide information to all CareerForce staff on events occurring in the local area.

### **Interagency Coordination**

- C.8. Describe how the local workforce development system will work with entities carrying out core programs to align and support services with programs of study authorized under Carl D. Perkins Career and Technical Education Act.

The workforce development system is a crucial partner to post-secondary entities and businesses as it helps untrained workers obtain skills that lead to meaningful and family-sustaining careers, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act. The focus is on upskilling job seekers based on high-wage, high-demand occupations in LWDA 5. Secondary and post-secondary representatives serve on the CMJTS LWDB and its Youth Committee, as well as a Perkins CTE representative on the Youth Council, to better align core services with appropriate programs of study. Every effort is made to link jobseekers with academic and technical training relevant to their career goals, including interests, values, and abilities.

- C.9. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with relevant secondary and post-secondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

The WDB coordinates education and workforce investment activities with secondary and post-secondary education programs. By collaborating with educational institutions, the board ensures that strategies are aligned, services are enhanced, and duplication of services is avoided. This coordination is essential to maximize the impact of resources and efforts in preparing individuals for the workforce. By aligning education and workforce investment

activities, the board can identify areas of overlap and streamline services to provide a more efficient and effective system for individuals seeking education and employment opportunities.

- C.10. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with public transportation and other appropriate supportive services.

The lack of public transportation in rural communities exacerbates the already existing issue of unemployment for LWDA 5. Many jobseekers in these areas need help accessing employment opportunities outside their immediate vicinity, limiting their options and potential for career growth. This lack of mobility not only affects individuals but also impacts the overall economic development of rural areas. With a reliable transportation network, businesses may be able to invest in these communities, leading to a stagnation of job opportunities and economic growth.

Support Services are a crucial lifeline for jobseekers, enabling them to progress down a career pathway and secure employment in high-demand sectors. These services are available to participants enrolled in program services and are typically provided to individuals who demonstrate a financial need during an annual budget analysis. Most program policies require participants to meet program expectations and work towards the goals outlined in their employment plan (IEP/ISS) before receiving support services.

- C.11. Describe how the local area board will coordinate workforce investment activities carried out under this title in the local workforce development area with the provision of adult education and literacy activities under title II, including a description of how the local area board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232 of WIOA, and the review of local applications submitted under title II of WIOA.

The Workforce Development Board has developed strong community partnerships with Adult Basic Education (ABE) providers throughout the eleven-county area comprising LWDA 5. Career Navigators (CN) have close working relationships with ABE and effectively refer their eligible students for various services. Through individual assessment, the CN may determine that a person seeking career-specific training also needs to build their basic skills, including math, reading, English language, or computer. ABE provides CareerForce students the following Title II Activities to address these needs:

- Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency
- Assist adults who are parents or family members to receive the education and skills that are necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their families

- Assist adults in attaining a secondary school credential and in the transition to postsecondary education and training, including career pathways and
- Assist immigrants and other individuals who are English language learners in:
  - ✓ Improving their reading, writing, speaking, and comprehension skills in English, as well as mathematics skills; and
  - ✓ Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

The ABE representative serving on the CMJTS WDB will advocate for partnership and referral with the other CFC partners. And all partners will share ideas and potential activities when they see need based on what ABE can contribute under Title II.

### **Employer & Economic Development Engagement**

C.12. Describe how the local area board will ensure that eligible providers meet the employment needs of local employers, workers and job seekers.

The WDB plays a pivotal role in aligning the skills and training provided by eligible providers with the employment needs of local employers. Here's how the board might approach this:

- Develop targeted sector strategies utilizing DEED information, insights gathered from labor market assessments and employer engagements, and local knowledge from the WDB and stakeholders
- Direct business outreach, consultation, promotion, and collaboration of the CMJTS Business Service Coordinators using established relationships with the DEED Workforce Strategy Consultant and Local Economic Development partners versed in deploying business support and development resources
- Build strong partnerships with employers, industry associations, chambers of commerce, and economic development agencies. These partnerships facilitate ongoing communication and collaboration to ensure that training programs are responsive to employer needs
- The WDB provides oversight, guidance, referrals of employers in their network, resources, and support to help ensure that the employment needs of local employers are met.

Additionally, the One-Stop Operator monitors performance during regularly scheduled meetings and works with partner staff to ensure that all parties fully understand these performance measures and a plan to monitor the achievement of these standards.

- C.13. Describe how the local area board will facilitate engagement of employers, including small employers, and employers in in-demand industry sectors and occupations, in workforce development programs.

The CMJTS LWDB supports the local workforce development system by encouraging business outreach efforts among the core programs. Core program business services strategies and initiatives are discussed monthly at the Workforce Development Committee (WDC), a standing committee of the CMJTS LWDB. This committee also brings in guest speakers from different economic and industry sectors to monitor business and area workers' needs. At each meeting, local partners in the workforce development system can present new information on services provided to businesses. Given the membership of the CMJTS LWDB is comprised of at least 51% private business representatives, this is an ideal place to get a broad-based perspective on what businesses need.

CMJTS Business Service Coordinators (BSC) and the DEED Workforce Strategy Consultant regularly analyze which sectors are being served by LWDA 5 at any given time, allowing for a clear picture of how LWDA 5 is addressing the needs of growing industries in the region. They use their communication, networking, industry/sector knowledge, previous experience recruiting employers, and established employer relationships to identify businesses' local needs. An assessment of the local economy and workforce training needs are determined and regularly updated. This information is shared with the CMJTS LWDB to help support a system-wide response to current economic trends. <https://www.cmjts.org/business-services/>

CMJTS Business Service Coordinators go beyond merely informing employers about the array of services; they actively promote work-based learning models as integral components of talent development strategies. Through initiatives like incumbent worker training, on-the-job training, and work experience for youth, employers not only gain access to a diverse pool of talent but also invest in the growth, upskilling, and reskilling of their workforce. By facilitating these programs, CMJTS ensures that employers have the tools to cultivate a skilled and adaptable workforce, driving innovation and competitiveness in today's dynamic business landscape. Through collaborative efforts, Business Service Coordinators empower employers to embrace work-based learning as a cornerstone of their talent acquisition and retention strategies, fostering a culture of continuous learning and growth within their organizations.

Also, LWDA 5 businesses engage with CMJTS BSCs to access workforce development resources to assist in employee sourcing, training, and retention. Businesses engage by partnering with or participating in:

- CMJTS facilitates monthly Human Resource Administrator groups to gather area HR professionals to share best practices, solve common challenges, and learn more about CareerForce Center services, resources, and partners.

- CMJTS hosts a weekly local radio program, Work Wright, on which local employers share information and career opportunities with the local workforce to facilitate connecting with new employees.
- CMJTS facilitates career fairs, both virtual and drive-through, to enhance connectivity between area employers and job seekers. Some of these events are sector-focused such as healthcare and manufacturing.
- CMJTS is a member of many area Chambers of Commerce to connect with area business and industry to inform and equip them with CareerForce partners, services, and resources.
- Through interaction and information exchange at education partners like Manufacturers Alliance and Enterprise Minnesota.
- Networking and information sharing among business and industry peers, word-of-mouth endorsements, and recommendations.
- Participation in college advisory groups, connecting with industry leaders, e.g., college program advisory boards, campus community advisory boards.
- Participation in childcare, healthcare, transportation, and prison re-entry collaborations.
- Participation in the Inclusive Workforce Employer (I-WE) Designation program. A regional committee exists to replicate this initiative in Region 3. Employers will go through an application process to review policies and employee culture to ensure they are an inclusive employer, including company assessments and training. After completion, the employer will receive the designation and use of the logo.
- Employer educational consultation and trainings to engage with over-looked labor pools.

C.14. Describe how the local area board will support a local workforce development system that meets the needs of businesses in the local workforce development area.

Overall, the local area board plays a pivotal role in facilitating collaboration between various stakeholders to ensure that the local workforce development system is responsive to the needs of businesses and effectively prepares individuals for employment opportunities in the area.

Examples of how the WDB does so in LWDA 5:

Design and implement a comprehensive workforce development system that incorporates a "first, next, last job" approach, harnesses diversity, equity, and inclusion, focuses on accessibility, and leverages local resources, amenities, and defining characteristics.

- Practical strategies for supporting local career exploration and development resources

- such as EPIC, [K12Navigator](#), and [Workforce Pathways Workforce Pathways - Wright County Economic Development Partnership \(wrightpartnership.org\)](#)
- Develop targeted programs and initiatives to support underrepresented groups, including minorities, women, individuals with disabilities, veterans, and individuals from low-income backgrounds, in accessing and advancing in their chosen careers through programs such as disability services, Project 180 (re-entry) and local jail partnerships, older worker programs such as SCSEP, and the Planning Region 3 Inclusive Workforce Employer designation.
- Forge partnerships with local industries, businesses, and trade organizations to develop industry-specific training programs and career pathways, ensuring that individuals can access relevant skills development opportunities that align with regional labor market needs. Examples include LYFT connections, staff participation in CTE advisory groups, and connecting employers with education entities like Tiger Path, IGNITE, Explore Your Future, and Operation Exploration.
- Proactively contact employers to understand their hiring needs, skill requirements, and recruitment preferences. Maintain regular communication channels with employers to provide updates on available candidates and upcoming job fairs or recruitment events.
- CMJTS plays an active role as a board member with the Central Minnesota Manufacturers Association (CMMA). Their focus is on educating manufacturers about best practices, workforce development, and legislative advocacy. CMMA's extensive involvement in k-12 engagement, STEM education (robotics), and promoting manufacturing careers to the public is noteworthy. They have developed the K-12 Navigator website and the Apprenticeship Toolbox, which serve as informative platforms fostering interaction and connectivity between manufacturers, students, parents, and educators, thereby paving career pathways into manufacturing in central Minnesota.

C.15. Describe how the local area board will better coordinate programs and services with local and regional economic development providers.

Active participation in and contributions of knowledge, skills and abilities to regional economic development providers and their initiatives. Engage and collaborate with local EDA and community-based organizations such as:

- Mid-MN Regional Transportation Coordinating Council (MMRTCC)
- Open Doors for Youth
- Litchfield Kiwanis High School Work Day event planning meeting.
- LYFT committee Advisory Board meeting.
- Willmar High School planning committee meetings



- EXPLORE Career Day Ridgewater Willmar planning committee
- Willmar Business Education Network - Chamber led Board meetings
- Entrepreneur fund and women's business alliance
- Business Engagement Networks - collaboration with VRS
- Ticket to Work, Benefit Analysis and Placement Referral customer meetings and intakes.
- Wright County Economic Development Partnership
- East Central Regional Development Commission
- Initiative Foundations
- Regional economic groups such as Greater St. Cloud Development Corporation and Greater MSP, and GPS 45:93
- Perkins collaborations
- CEDS group collaborations
- ABE collaborations
- Grant specific collaborations, e.g., Registered Apprenticeship collaborations, Re-entry collaborations
- Department Of Labor

C.16. Describe how the local area board will strengthen linkages between the one-stop delivery system and unemployment insurance programs by offering services to laid-off workers and possible lay-off preventative services for businesses, such as incumbent worker training that up-skills the workers and meets the needs of employers (can include but not be limited to, on-the-job training, apprenticeships, etc.).

The CMJTS LWDB strengthens linkages between the one-stop delivery system and unemployment insurance (UI) program staff in the following ways:

- RESEA and Job Service staff refer dislocated workers to meet with a Title I staff member for eligibility determination.
- Job Service staff assist RESEA customers in enrolling them in the CareerForce workshops, job search training sessions offered through the Creative Job Search curriculum, and resume critique. These workshops and training sessions equip individuals with the necessary skills and knowledge to excel in their job search, enhancing their chances of securing employment.
- Job Service and Title I staff contact MinnesotaWorks users directly to promote CareerForce resources and partner program services.

The WDB offers services to unemployed and underemployed workers and workers who need to upgrade skills to retain employment via occupational skills training, customized training, on-the-job training (OJT), apprenticeship, incumbent worker training, and transitional employment opportunities. The CMJTS LWDB has dedicated significant effort to developing and expanding partnerships, a testament to our commitment to providing successful work-based learning



opportunities.

The CMJTS LWDB has reserved 20 percent of their combined total Workforce Investment and Opportunity Act (WIOA) Adult and WIOA DW formula funds to pay for the federal share of the costs of providing IWT. Additionally, up to 20% of State DW funds are reserved.

The CMJTS LWDB directs training funds to pursue OJT opportunities. This type of training is mainly supported by WIOA Title I programs. Through OJT funding, up to 75% of the participant's wages may be reimbursed to the employer to offset the expense of training a less skilled or experienced employee.

Registered Apprenticeship (RA) is an employer-driven model that combines on-the-job learning with related classroom instruction to increase an apprentice's skill level and wages. It is a proven solution for businesses to recruit, train, and retain highly skilled workers. Tile I partner staff regularly educate employers on the benefits of this training model and ask small businesses to try RA to recruit, hire, and train employees. Apprenticeship information is presented to groups of business owners and HR managers regularly. **Attachment F**

C.17. Describe how the local area board will coordinate workforce investment activities with economic development activities, including the promotion of entrepreneurial skills training and microenterprise services.

The CMJTS WDB offers entrepreneurial training, business consulting, and technical assistance to individuals seeking to start or grow a business in Minnesota using various resources and referrals. Specifically, for State dislocated workers, the WDB supports dislocated workers in entrepreneurship through CLIMB (Converting Layoffs into Minnesota Businesses) activities. The State Dislocated Worker Program service provider may help with the cost of entrepreneurial training (and support services, if needed) for CLIMB participants.

State DW clients and other entrepreneurs are also referred to their local Small Business Development Center for consultation and training assistance. They may also be encouraged to connect with community-based organizations serving entrepreneurs and business owners, such as SBA, local business incubator opportunities like Mille Lacs Corporate Ventures, Initiative Foundations, or CFLs for research and business plan development resources.

### **Dislocated Worker Supports**

C.18. How does the local workforce development area ensure staff comply with the policies and procedures for Rapid Response as communicated on DEED's website?

In the event of a considerable dislocation, LWDA 5 follows the policies set forth by DEED, which places the responsibility for large layoffs (50 or more workers impacted) on the State Rapid

Response Team (SRRT). When the State determines a project is appropriate for providing Dislocated Worker services, LWDA 5 abides by the state policy's competitive process and applies for competition. CMJTS staff maintain close contact with the state Rapid Response team to assist as needed and communicate any time CMJTS staff are aware of a layoff event, regardless of the size. CMJTS Adult Program Manager ensures staff is familiar with and knowledgeable of DEED policies and procedures for Rapid Response events.

- a. How does the local workforce development area inform the state Rapid Response team within 24 hours about an actual or potential dislocation event when there is possibility of a mass layoff (50 or more dislocations)?

When an LWDA 5 team member becomes aware of an actual or potential dislocation event, especially one involving the possibility of a mass layoff (50+ workers), informing the state Rapid Response team promptly is crucial to ensure timely assistance to affected workers. CMJTS Business Service Coordinators, Career Navigators, and career lab/reception staff may hear about a local layoff/closure from businesses and new CFL visitors. They may receive notifications directly from employers and workers or through other channels such as local newspapers or economic indicators. The known details are shared with the Rapid Response Team Liaison, who then contacts the employer and follows up with the CMJTS Adult Program Manager to share the next steps.

- b. Describe how the local area board will coordinate workforce investment activities carried out in the local workforce development area with statewide rapid response activities.

Once the state Rapid Response team has gathered sufficient information and resources, they typically schedule a resource meeting with the impacted workers. The Rapid Response liaison coordinates the event with the local dislocated worker career navigators, who can be present to share CMJTS marketing materials and the available program services. The Rapid Response and DW teams may provide information about unemployment benefits and dislocated worker services, including job training assistance, job search help, career counseling, and other supportive services.

The local workforce development area and the state Rapid Response team maintain open communication with affected employers and workers throughout the process. They provide updates on available resources, answer questions, and address concerns to ensure a smooth transition for impacted individuals.

Throughout the process, they stay in touch with the workers and the employers, keeping them updated on what's happening and what help is available. This way, everyone stays informed and gets the support they need during challenging times.

C.19. How does the local workforce development area inform the state Trade Act staff of companies that are potentially TAA certifiable?

LWDA 5 staff members, often through their connections with local businesses and economic development agencies or through monitoring local economic trends, identify companies experiencing or anticipating significant impacts due to foreign trade. Once staff members receive public information regarding a dislocation event, they review the TAA Cases database to ensure a petition number still needs to be assigned. If no petition is verified, the CMJTS Adult Program Manager will communicate to the State Rapid Response Team (SRRT). During that communication, the potential of TAA certification is determined. If it is an eligible petition, SRRT or the LWDA 5 liaison will communicate with the DEED Trade Adjustment Act (TAA) manager.

a. How does the local workforce development area cooperate with the state Trade Act staff where the layoff involves a company that the DOL trade-certified?

To receive services, TAA customers must be co-enrolled in the Dislocated Worker (DW) Program. DW Career Navigators coordinate with and communicate about the TAA client, as needed, with the assigned TAA representative. The TAA and WIOA program managers also work together to ensure that dislocated worker career navigators are kept up to date on TAA-related policies and procedures through technical assistance training scheduled annually. ES are encouraged to attend virtual training sessions regarding TAA/TRA, and new hires are directed to the DEED counselor portal to view recorded training.

The career navigator follows a robust case management model meticulously created and developed by State TAA staff. This model clearly defines the roles and responsibilities of each party, including the TAA customer, DW CN, and TAA representative- providing the local area staff with a solid foundation to carry out their duties confidently.

b. Is the local workforce development area willing to participate in TAA Counselor Training and TAA Participant Training when a trade-certification occurs?

Yes      ✓

\_\_\_\_\_

C.20. The local workforce development area has developed and implemented local Supportive Service policies that are consistently applied for all participants.

Yes      ✓

\_\_\_\_\_

- a. Describe the steps taken to ensure consistent compliance with the policy.

Support Services are available to participants enrolled in program services and typically provided to individuals who indicate a financial need when completing an annual budget analysis. Most program policies require participants to comply with program expectations and work toward the goals outlined in their employment plan (IEP/ISS) before receiving support services.

Staff justifies support service expenditures before authorizing them, and documentation is provided to verify payments requested. Support services are entered in WF1 and tracked by the career navigator in field files.

All new staff receives training regarding the local support service policy, and internal bi-annual file reviews ensure consistent compliance with this policy.

The local area adheres to DEED's policy requirement that staff document participant eligibility and needs to support services in the IEP/ISS.

### **Services to Military Service Members and Spouses**

- C.21. Are all WIOA-funded partners complying with the guidance provided in [TEGL 10-09](#) regarding Priority of Service for Veterans and Eligible Spouses?

Yes ☒

- C.22. How do you identify current or former Military Service Members coming into your CareerForce Center?

The Minnesota [Veterans Questionnaire](#) is used to identify Veterans. We ask all customers that come to the CareerForce Center if they ever served in the US Military. If the answer is yes, we ask them to complete the [Veterans Questionnaire](#). Non-JVSG (Jobs for Veterans State Grant) staff do the initial assessment/review of the questionnaire and make appropriate referrals based on the responses on the questionnaire.

On-site signage helps the customers to self-identify themselves as U.S. Military members

- C.23. How do you inform current or former Military Service Members coming into your CareerForce Center about "Veteran Priority of Service?"

Signage in the CareerForce Center advises Veterans and other eligible persons of Veterans Priority of Service (POS). Information on Priority of Service is also provided during various program orientations, from staff, and during workshops. Local Veteran Employment

Representatives (LVER) staff train and update local staff and management on the provisions of POS and PL 107-288.

- C.24. If your CareerForce Center has a presence on the Internet (outside of your local DEED CareerForce Center site) how do you promote Public Law 107-288, "Veterans Priority of Service" to veterans on that website?

CMJTS, a private non-profit agency, has an internet presence independent of the CareerForce site. To demonstrate our commitment to serving the needs of veterans and improve the effectiveness of our promotion efforts, we have a dedicated page on our webpage: <https://www.cmjts.org/attention-veterans-know-your-rights/> and put a "notice" in the scrolling bar under the heading "we have a program for you" on the home page to call attention. This structure provides transparent information about the law, its benefits, and how veterans can access priority services while encouraging engagement and feedback from veterans.

- C.25. How do you identify current or former Military Service Members with "significant barriers to employment?"

The Minnesota [Veterans Questionnaire](#), a U.S. DOL-approved standard process, is used to identify Veterans with a significant barrier to employment (SBE). The questionnaire identifies DOL designated SBE's per Veterans' Program Letter (VPL) [No. 03-14, Change 2.](#)

- C.26. When a current or former Military Service Member with a significant barrier to employment is identified, how do you refer them to an appropriate intensive service provider when there is no Disabled Veteran Outreach Program (DVOP) specialist in your CareerForce Centers?

The CareerForce Center staff conducts an initial assessment with current or former Military Service Member with a significant barrier to employment and then refers them to the designated intensive service provider when the Disabled Veterans' Outreach Program (DVOP) specialist is not available.

The CareerForce Center has assigned staff to provide services (including intensive services) to SBE Veterans in the absence of a DVOP. The CareerForce Center staff are encouraged to attend training on serving Veterans via the National Veterans Training Institute (NVTI) also LVER staff can provide training to staff on POS and veterans services. The CareerForce Center staff can enroll in NVTI training by contacting Ray Douha, Director of Veterans Employment Program.

- C.27. How are DVOP and/or Local Veterans Employment Representatives (LVER) staff integrated into the overall service delivery strategy in your CareerForce Centers?

Local DVOP and LVER staff collaborate with CareerForce Center partners, such as WIOA Title I

programs, vocational rehabilitation services, and job service staff, to provide comprehensive support to veterans.

Representatives attend staff and partner meetings, participate in CareerForce Center work teams, and provide training to WDB members, partner staff, and management on the JVSG program.

C.28. What is your strategy to ensure that job-ready job seekers enrolled in your programs (including non-program universal customers) are registering in MinnesotaWorks.net and are making their resumes viewable to employers?

CareerForce Center staff provide thorough training to jobseekers about the importance of registering on MinnesotaWorks.net and making their resumes viewable. This training includes creating an effective resume for posting and converting it to a professional version, navigating the platform, and demonstrating the benefits of having their resume visible to employers.

For program-enrolled individuals, staff requires participants to register and enter a viewable résumé on Minnesotaworks.net as part of their employment plan development. The career navigator or employment specialist may coach participants one-on-one on how to do so, which is often made a mandatory component of the job search process.

C.29. Are all WIOA-funded partners complying with the guidance provided in [TEGL 11-11, Change 1](#) and [TEGL 11-11, Change 2](#) regarding Selective Service?

Yes ☒   
\_\_\_\_\_

**Priority of Service Table:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1st Priority - Veterans and eligible spouses (covered persons) who are:</b> <ul style="list-style-type: none"> <li>o Low income, or</li> <li>o Recipients of public assistance, or</li> <li>o Who are basic skills deficient</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>2nd Priority - Individuals (who are not veterans) who are:</b> <ul style="list-style-type: none"> <li>o Low income, or</li> <li>o Recipients of public assistance, or</li> <li>o Who are basic skills deficient</li> </ul>                                                                                                                                                                                                                                                                                               |
| <b>3rd Priority - Veterans and eligible spouses who are:</b> <ul style="list-style-type: none"> <li>o Not low income, or</li> <li>o Not recipients of public assistance, and</li> <li>o Are not basic skills deficient</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>4th Priority – Priority populations established by the Governor and/or Local Workforce Development Boards as outlined in the State, Regional, and Local plans.</b> <i>(CMJTS defines as such: Populations Experiencing Inequities in Region 3 are identified to include those in the following social identity categories: veterans and eligible spouses, individuals with criminal history, women, LGBTQ, persons of color, immigrants, older workers, individuals with disabilities, youth, and high-need adults.)</i> |
| <b>5th Priority - Individuals outside of the priority groups 1-4, may receive career and training services if the Local Workforce Development Board determines there will be unspent funds, after meeting the needs of jobseekers in the current fiscal year. (everybody else)</b>                                                                                                                                                                                                                                          |

\*The vast majority of individuals enrolled in the WIOA Adult program should meet the criteria for Priority of Service Categories 1, 2, 3, and 4.

\*\*CMJTS program policy for 75% of individuals enrolled in the WIOA Adult program should meet the criteria for Priority of Service Categories 1 or 2.



# Central Minnesota Workforce Development Board 2023-2024 Workforce Development Committee Strategic Plan

Attachment B

## FOUNDATIONAL

### Guiding Principle

To actively engage, support, and cultivate all industries across the entire economy and selected targeted industries in Central Minnesota to effectively sustain business and industry, jobs, and communities by providing visionary and collaborative leadership and strategic investment of significant resources.

### Mission

To provide leadership in connecting local/regional business, education, and economic development initiatives, as well as ensuring quality services in the CareerForce Center system or one-stop centers.

### Strategic Direction

Develop and attract a skilled and diverse workforce for targeted industry sectors by communicating broadly to jobseekers and other influencers via coordinated marketing approach to share information about interaction between job requirements and degree requirements and the future needs in the workforce.

### Targeted Occupations

Identifying “in demand” occupations and employment projections through use of data about employment by location, labor supply and demand, earnings, unemployment, and demographics of the labor force to help employment specialists and their jobseekers find relevant training opportunities to fill skills gaps, address skills shortages in the current economy, and anticipate employer need for trained workers in the listed fields.

### Targeted Industries

#### Region 6E

Manufacturing, Healthcare, Agriculture

#### Region 7W

Manufacturing, Ground Transportation, Energy, Healthcare, Construction

#### Region 7E

Manufacturing, Healthcare, Leisure and Hospitality

## OPERATIONAL

### PRINCIPLES

#### SKILLED WORKFORCE

Basic Skills

Work-Readiness Skills

Occupational Skills

IT Fundamentals

#### INDUSTRY-DRIVEN STRATEGIES

Labor Market Information

Drivers of Region Economy

Connections to Industry

#### STRONG COLLABORATIONS

Business

Community

Economic Development

#### RESOURCES ALIGNMENT

Education (Build Capacity)

Workforce Development

#### CONTINUOUS IMPROVEMENT

Measurable Outcomes

Evaluation

Improvement Strategies

### FOCUS

#### Youth

- Support career exploration opportunities:
  - Job shadow
  - Pre-apprenticeship
  - Internship
- Support work experience opportunities.
- Support the WDB Youth Committee initiatives to address the employment, training, education, and support service needs of young and emerging adults.

#### Jobseekers

- Support training that prepares to compete for demand occupations:
  - Basic Skills
  - Pre-vocational and Adult Career Pathways training
  - Occupational (credentialed)
  - On-the-job training
  - Grants for training
- Provide job search services and connection to area employers (further clarification).
- Support strength-based approach to case management that helps jobseekers effect change and overcome challenges or barriers to employment.

#### Industry

- Offer honest dialog on current and future worker needs for the variety of occupations each employer represents.
- Support and provide critiques of programs of the CareerForce Center.
- Connect employers with resources of the CareerForce Center outside of the targeted industries in Local Workforce Development Area 5 (LWDA 5).
- Employer resources, training, and support
- Incumbent Workers
  - Assessment
  - Ongoing training
- Educate employers and encourage commitment to diversity, equity, and inclusion in hiring and workplace practices.

#### Influencers

- Develop, distribute, and present LWDA 5 targeted-industry and workforce-needs educational materials, using the following LWDA 5 networks:
- Economic Development Authorities
  - Chambers of Commerce
  - Civic organizations
  - Regional industry alliances/association
  - Job fairs/business expos
  - CareerForce Center system
  - Family members
  - Educators
  - Policy
    - Department of Employment and Economic Development (DEED)
    - Workforce Development Board
    - Elected officials

# Central Minnesota Job and Training Services, Inc.

## Limited English Proficiency (LEP) Plan

May 1, 2024

## **Purpose**

The purpose of this plan is to document the policies and procedures as it applies to providing meaningful access (language access) to individuals with Limited English Proficiency (LEP) while accessing services and information at Central Minnesota Jobs and Training Services, Inc. (CMJTS) and Local Workforce Development Area 5 (LWDA 5) which serves Chisago, Isanti, Kanabec, Kandiyohi, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne, and Wright counties in Minnesota.

## **Authorities**

- Title VI of the Civil Rights Act of 1964, prohibits discrimination based on race, color, and national origin in programs and activities receiving federal financial assistance.
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, was issued in 2000. This Order directs federal agencies to work to ensure that recipients of federal financial assistance provide meaningful access to their LEP applicants and beneficiaries.
- Department of Justice (DOJ) Under DOJ regulations implementing Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, et seq. (Title VI), recipients of federal financial assistance have a responsibility to ensure meaningful access to their programs and activities by persons with limited English proficiency (LEP). See 28 CFR 42.104(bb)(2).
- Department of Labor (DOL) Civil Rights Center; Enforcement of Title VI of the Civil Rights Act of 1964; Policy Guidance to Federal Financial Assistance Recipients. Issued May 29, 2003.
- Workforce Innovation and Opportunity Act (WIOA), Section 188, and 29 CFT Part 58 Nondiscrimination and Equal Opportunity and its implementing regulations. The Civil Rights Center (CRC), Department of Labor, is assigned monitoring and enforcement responsibilities for the nondiscrimination and equal opportunity provisions of WIA.
- The Minnesota Human Rights Act, Minnesota Statutes Chapter 363A prohibits discrimination based on race or national origin in public service.

## **Definitions**

- Effective communication: Effective communication occurs when CMJTS staff members have taken the necessary steps to make sure that person with limited English proficiency (LEP) is given adequate information to understand the services and benefits available and receives the benefits for which they are eligible. Effective communication also means that a person with limited English proficiency is able to communicate the relevant circumstances of their situation to the provider.
- Four-factor analysis: A flexible and fact-dependent standard that balances the following four factors:

1. The number or proportion of LEP persons served or encountered in the eligible service population;
  2. The frequency with which LEP individuals come in contact with the program;
  3. The nature and importance of the program, activity, or service provided by the recipient; and
  4. The resources available to the recipient and costs.
- Individual with Limited English Proficiency (LEP): A person with Limited English Proficiency or “LEP” is not able to speak, read, write, or understand the English language well enough to allow them to interact effectively with healthcare, social services agencies, and other providers.
  - Interpreting: Interpreting means the oral or spoken transfer of a message from the source language into the target language.
  - Meaningful access: Meaningful access to programs, information, and services is the standard of access required of federally funded entities to comply with Title VI’s language access requirements. Service providers must make available to applicants/recipients, at no cost to them, language assistance that results in accurate and effective communication.
  - Primary languages: Primary languages are the languages other than English that are most commonly spoken by customers. Currently, there are two primary languages identified: Somali and Spanish. These languages are based upon the demographic representation of the 11-county LWDA 5.
  - Translation: Translation means the written transfer of a message from the source language into the target language.
  - Vital Documents of Information: Documents or information that are critical for accessing federally funded services or benefits or are documents required by law. Federal guidelines suggest the importance of the program, information, encounter, or service involved may control whether or not a document is vital. The consequences to a LEP person if the information is not provided accurately and in a timely manner should also be taken into consideration.

### **Meaningful Access Policy**

No person will be denied access to any CMJTS program, activity, or service because they do not speak English or communicates English on a limited basis. CMJTS will foster effective communication between its staff and customers with LEP by making appropriate language assistance services available when needed. This will be done in a timely manner and at no cost to the customer.

A person has LEP when they are not able to speak, write, read, or understand the English language at a level that allows them to interact effectively with CMJTS. This plan covers all programs or activities of recipients of federal financial assistance. This includes CMJTS, its local workforce development board, and sub recipients.

CMTS staff will initiate an offer for language assistance to clients who have difficulty communicating in English. When clients ask for language assistance, staff must offer free interpretation and or translation services in a language they understand, in a way that preserves confidentiality, and in a timely manner. Whenever possible, staff are encouraged to follow a customer's preference.

## **Methods of Providing Services to Individuals with LEP**

CMJTS primarily provides services with interpreters and translated materials.

### **Interpreter Services**

CMJTS, without undue delay and at no cost to the individuals with LEP, will use competent interpreters to provide meaningful access to information and services. Competency requires that interpreters will have demonstrated proficiency in both English and the intended language training that includes the skills and ethics of interpreting fundamental knowledge in both languages of any specialized terms or concepts and sensitivity to the customer's ultra. CMJTS works primarily with Language Line Services, Inc. for our client interpreter needs. CMJTS covers the charges of providing this service.

### **General Requirements**

1. Verifying customer identity: Before releasing case specific information, CMJTS staff must verify the identity of the customer, bilingual staff customer, language line services staff, or anyone else involved in providing services before in making verifications.
2. Document use of interpreter: CMJTS staff must always document in the customer's case file or keep appropriate records when an interpreter is used or when a customer makes use of another form of language assistance. Accurate documentation is especially important for the direct service staff.
3. Do not use minor children: CMJTS staff must never use minor children as interpreters.
4. In-person interpreter services: If an interpreter is needed in person rather than over the telephone or other technology, staff will arrange to have an interpreter available at a time and place that is convenient for both the interpreter and the customer. Staff may arrange for in-person interpreting by contacting vendors directly.
5. Uncommon languages: When interpreter services are needed for a language not commonly spoken in Minnesota, CMJTS will use other appropriate interpretive services available.

Use of family, friends, or minor children as interpreters: A provider may expose itself to liability under Title VI and Section 188 if it requires, suggests, or encourages the use of friends, family members, or minor children as interpreters. The use of such persons could result, due to the close personal relationship, in a breach of confidentiality or a client's reluctance to disclose personal information

critical to the client's situation. In addition, there may be a concern about the relative's competency in communication. While staff may accommodate customers' wishes to have family or friends serve as interpreters whenever possible, staff must keep in mind the issues of customer confidentiality and interpreter competency. Follow these rules:

- Protection of confidentiality and accuracy of interpretation should always be of highest concern, particularly if the interview concerns topics that may negatively affect eligibility for services.
- Always offer free interpreter services, as customers may not be aware of interpreter services.
- If a customer prefers to have a family member or friend to serve as an interpreter, ask if the customer will allow a trained interpreter to listen in to ensure accuracy of interpretation. If the offer is refused, document the offer and refusal and accommodate the customer's wishes.
- Minor children should never be used as interpreters.
- If private information will be disclosed, please refer to the requirements of the Minnesota Government Data Practices Act.

## **Emergencies**

When programs or the assistance requested require immediate action, CMJTS will take whatever steps necessary to ensure that all customers, including customers with LEP, have access to services or information within the appropriate time frame. For example, when a customer needs an interpreter or other language assistant services to obtain expedited program services, CMJTS' goal is to make the services available within the required time frame, whether that means using an interpreter or any other appropriate type of language assistance.

## **Translation of Documents**

CMJTS contracts qualified translators or translating agencies to assist individuals with LEP in translating all vital documents, or documents needed to perform services. CMJTS obtains translation services from the list of translation providers approved by the Minnesota Department of Administration and primarily uses The Bridge-World Language Center, Inc. for translation needs.

## **Vital documents or Information**

Vital documents or information should be a priority for translation, particularly when the four-factor analysis reveals a need for these documents to be translated. Vital documents or information are those that are critical for assessing federally funded services or benefits or are documents required by law. They include, but are not necessarily limited to:

- Applications
- Consent and complaint forms letters with eligibility or participation information

- Notices regarding reduction, denial, or termination of services slash benefits and the right to appeal such actions
- Notices that require a response from participants
- Notices that offer free language assistance

The US Department of Labor (DOL) has not provided direct guidance for recipients in determining when to provide written translation of vital documents. They have, however, referenced the US Department of Justice (DOJ) guidance, which designates the safe harbor for providing written translation.

According to the DOJ's safe harbor guidance, the following actions will be considered strong evidence of compliance with the CMJTS written translation obligations:

A) The recipient provides written translations of vital documents for each eligible language group with LEP that constitutes 5% or 1,000, whichever is less of the population of persons eligible to be served or likely to be effective or encountered. Translation of other documents, if needed, can be provided orally.

Or

B) If there are fewer than 50 persons in a language group that reaches the 5% trigger as described in the preceding paragraph, the recipient does not translate vital written materials but provides written notice in the primary language of the LEP language group of the rights to receive competent oral interpretation of those written materials at no cost. Forms and other documents should be translated into any or all of the 10 primary languages as necessitated by the customer base unless the translation of a certain document would be burdensome enough to defeat the legitimate objective of its programs.

### **Accessing Translated Materials**

UI forms and documents can be accessed online at:

<https://www.uimn.org/uimn/search/?v%3Asources=mn-uimn-app&query=ui+forms>

### **Level of Language Ability**

Some LEP clients may not have the ability to read and understand written materials; Therefore, oral interpretation of written materials may be necessary. Interpreters should be aware of variances within a language and should be able to communicate with clients using the appropriate colloquial speech.



## **Assisting Customers with Various Levels of Literacy**

CMJTS staff must assist customers with LEP who cannot read their preferred language to the same extent as they would assist English-speaking customers who cannot read English.

## **Notice of Right to Language Access**

*I Speak* cards say in both English and the primary languages, "I need a (the appropriate language) interpreter." Staff may distribute the cards to customers with LEP so they can present the *I Speak* card to signal their language and need for assistance. *I Speak* cards can be found online at

<https://www.lep.gov/sites/lep/files/resources/ISpeakCards2004.pdf>

## **CMJTS Staff Training**

CMJTS will distribute the LEP Plan electronically and provide training and education, so all staff are aware of the LEP policies and procedures.

The LEP Plan information will be incorporated into the CMJTS new employee orientation program, and LEP training will include information on the following topics:

- CMJTS' legal obligation to provide language assistance.
- The substance of CMJTS' LEP Plan, including its policies and procedures for accessing language assistance services.

All staff and ongoing public contact positions and management staff will be provided more in-depth training that includes:

- Tips on working with in-person and telephone interpreters
- How to properly document information about a customer's language needs in the customer's case file
- Best practices
- CMJTS staff contacts for relaying information regarding LEP

## **Monitoring**

CMJTS will conduct an evaluation of its LEP program to determine its overall effectiveness. The CMJTS Equal Opportunity officer will lead the evaluation with the help of the CMJTS Executive Team. The evaluation will include:

- Current LEP populations and service delivery area.
- Frequency of encounters with LEP language groups.
- Whether existing assistance is meeting the needs of the LEP person.
- Do staff members know and understand the LEP Plan and how to implement it?
- Are CMJTS' identified sources for assistance still available and viable?
- Assessment of available resources, including technology advances and sources of additional resources, and costs imposed.

This policy is included in the CMJTS Employee Handbook.

### **Dissemination of Language Access Information in Public Areas**

CMJTS makes available to individuals with LEP:

- Information is distributed to all CMJTS staff.
- It is available in CMJTS' corporate office in Monticello for review.
- It is accessible on CMJTS' intranet and CMJTS' external website.

### **Annual Review of the LEP Plan**

CMJTS reviews its LEP Plan annually to adjust or modify its contingencies based on demographic data collected by CMJTS during its delivery of information and services to individuals with LEP throughout the year.

### **Complaint Process**

CMJTS has a complaint resolution procedure to resolve discrimination-related complaints. This complaint resolution procedure will be used to resolve LEP-related disputes and complaints.

Individuals who have a concern about discrimination may make a complaint to the manager with oversight of the area in which the alleged discrimination took place. If that manager is the person perceived to be engaging in unlawful discrimination, the customer may go to the CMJTS executive director. Customers may also file a complaint directly with the CMJTS Equal Opportunity officer.

CMJTS has designated the following staff to lead the LEP efforts:

**Dina Wuornos; LEP Coordinator**  
CMJTS Executive Director  
406 East 7<sup>th</sup> Street, PO Box 720  
Monticello, MN 55362  
Voice:  
Email: [dwuornos@cmjts.org](mailto:dwuornos@cmjts.org)

**Kristin Yeager; LEP Backup**  
CMJTS HR/IT Director  
406 East 7<sup>th</sup> Street, PO Box 720  
Monticello, MN 55362  
Voice: 763-647-5401  
Email: [kyeager@cmjts.org](mailto:kyeager@cmjts.org)

## Attachment D

Attachment C updated 11012021 1

# LOCAL WORKFORCE DEVELOPMENT BOARD MEMBERSHIP

| WIOA Sec. 107(b)(2)(B)                                                                                                                                                                                                                                                                                                                                        |                      |                     |                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------|----------------------------------------------------------------|
| Representatives of the workforce within the local area – At least 20% of the total board membership must represent the categories in this section.                                                                                                                                                                                                            |                      |                     |                                                                |
| <u>Membership Category</u><br>Name of labor organization, CBO, etc.                                                                                                                                                                                                                                                                                           | <u>Member's Name</u> | <u>Nominated By</u> | <u>Term Expiration Date</u><br>If Vacant,<br>Date to be Filled |
| (i) Representatives of labor organizations (for a local area in which employees are represented by labor organizations), or (for a local area in which no employees are represented by such organizations) other representatives of employees;                                                                                                                |                      |                     |                                                                |
| <b>Minimum of two representatives</b><br>(Must be nominated by local labor federations or other employee representative group.)                                                                                                                                                                                                                               |                      |                     |                                                                |
| Ridgewater College                                                                                                                                                                                                                                                                                                                                            | Craig Johnson        | Board/LEO           | 6/30/25                                                        |
| Big Lake Schools                                                                                                                                                                                                                                                                                                                                              | Tim Truebenbach      | Board/LEO           | 6/30/25                                                        |
|                                                                                                                                                                                                                                                                                                                                                               |                      |                     |                                                                |
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| (ii) Representative of labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in the area, such a representative of an apprenticeship program in the area                                                                                                                        |                      |                     |                                                                |
| <b>Minimum of one representative, if such a program exists in the area</b>                                                                                                                                                                                                                                                                                    |                      |                     |                                                                |
| Minneapolis Electrical JATC                                                                                                                                                                                                                                                                                                                                   | Derrick Atkins       | Not Applicable      | 6/30/25                                                        |
|                                                                                                                                                                                                                                                                                                                                                               |                      |                     |                                                                |
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| (iii) Representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive integrated employment for individuals with disabilities ( <b>Optional category</b> ) |                      |                     |                                                                |
|                                                                                                                                                                                                                                                                                                                                                               |                      | Not Applicable      |                                                                |
|                                                                                                                                                                                                                                                                                                                                                               |                      |                     |                                                                |
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| (iv) Representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth ( <b>Optional category</b> )                                                                                    |                      |                     |                                                                |
|                                                                                                                                                                                                                                                                                                                                                               |                      | Not Applicable      |                                                                |
|                                                                                                                                                                                                                                                                                                                                                               |                      |                     |                                                                |
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## LOCAL WORKFORCE DEVELOPMENT BOARD MEMBERSHIP

| WIOA Sec. 107(b)(2)(C)                                                                                                                                                                                                                                                                                                               |                               |                                          |                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|----------------------------------------------------------------|
| Each local board shall include representatives of entities administering education and training activities in the local area.                                                                                                                                                                                                        |                               |                                          |                                                                |
| When there is more than one local area provider of adult education and literacy activities under Title II, or multiple institutions of higher education providing workforce investment activities the CLEO must solicit nominations from those providers and institutions, respectively, in appointing the required representatives. |                               |                                          |                                                                |
| <u>Membership Category</u><br>List Business or Agency Name                                                                                                                                                                                                                                                                           | <u>Names</u><br>Member's Name | <u>Nominated By</u><br>Organization Name | <u>Term Expiration Date</u><br>If Vacant,<br>Date to be Filled |
| A representative of eligible providers administering adult education and literacy activities under title II of WIOA                                                                                                                                                                                                                  |                               |                                          |                                                                |
| <b>Minimum of one representative</b>                                                                                                                                                                                                                                                                                                 |                               |                                          |                                                                |
| <b>Metro North ABE Elk River</b>                                                                                                                                                                                                                                                                                                     | <b>Sherry Smith</b>           | <b>Board/LEO</b>                         | <b>6/30/24</b>                                                 |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
| A representative of institutions of higher education providing workforce investment activities (including community colleges)                                                                                                                                                                                                        |                               |                                          |                                                                |
| <b>Minimum of one representative</b>                                                                                                                                                                                                                                                                                                 |                               |                                          |                                                                |
| <b>Ridgewater College</b>                                                                                                                                                                                                                                                                                                            | <b>Craig Johnson</b>          | <b>Board/LEO</b>                         | <b>6/30/25</b>                                                 |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
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|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
| Representatives of local educational agencies, and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment ( <b>Optional category</b> )                                                                                 |                               |                                          |                                                                |
| <b>Big Lake Schools</b>                                                                                                                                                                                                                                                                                                              | <b>Tim Truebenbach</b>        | <b>Board/LEO</b>                         | <b>6/30/25</b>                                                 |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |
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|                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                |

# LOCAL WORKFORCE DEVELOPMENT BOARD MEMBERSHIP

| WIOA Sec. 107(b)(2)(D)<br>Each local board shall include representatives of governmental and economic and community development entities serving the local area.                 |                               |                                          |                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|----------------------------------------------------------------|
| <u>Membership Category</u><br>List Business or Agency Name                                                                                                                       | <u>Names</u><br>Member's Name | <u>Nominated By</u><br>Organization Name | <u>Term Expiration Date</u><br>If Vacant,<br>Date to be Filled |
| Representatives of economic and community development entities<br>(Minimum of one representative)                                                                                |                               | Not applicable                           |                                                                |
| East Central Regional Development Commission                                                                                                                                     | Bob Voss                      | Board/LEO                                | 6/30/24                                                        |
| Representative from the State employment service office under the Wagner-Peyser Act serving the local area<br>(Required)                                                         |                               | Not applicable                           |                                                                |
| DEED/CareerForce                                                                                                                                                                 | Melissa Ball-Warriner         | Board/LEO                                | 6/30/25                                                        |
| Representative of the programs carried out under title I of the Rehabilitation Act of 1973 serving the local area [other than section 112 or part C of that title]<br>(Required) |                               | Not applicable                           |                                                                |
| DEED VRS                                                                                                                                                                         | Joy Boise                     | Board/LEO                                | 6/30/25                                                        |
| Representatives of agencies or entities administering programs serving the local area relating to transportation, housing, and public assistance<br>(Optional)                   |                               | Not applicable                           |                                                                |
| Meeker County Social Services                                                                                                                                                    | Paul Bukovich                 | Board/LEO                                | 6/30/24                                                        |
| Representatives of philanthropic organizations serving the local area<br>(Optional)                                                                                              |                               | Not applicable                           |                                                                |
| Central MN Council on Aging                                                                                                                                                      | Lori Vrolson                  | Board/LEO                                | 6/30/25                                                        |
| Other – Local Elected Official                                                                                                                                                   |                               | Not applicable                           |                                                                |
| Sherburne County Commissioner                                                                                                                                                    | Lisa Fobbe                    | Board/LEO                                | JPB                                                            |
| Chisago County Commissioner                                                                                                                                                      | Rick Greene                   | Board/LEO                                | JPB                                                            |
| Isanti County Commissioner                                                                                                                                                       | Mike Warring                  | Board/LEO                                | JPB                                                            |
| Joint Powers Board 3 members = 1 vote                                                                                                                                            |                               |                                          |                                                                |

✓ I certify that I have accurately reported the above information included in this document. I understand that misreporting this information could result in decertification of the local workforce development board for my area.



(Signature)

January 16, 2024  
(Date)

## PY 2023–2024 Committee Assignments

### WDB Executive Committee\*

---

Brian O'Donnell, WDB Chair  
Rob Stark, WDB Vice Chair  
Bob Voss, WDB Treasurer  
Becky Lourey, WDB Secretary

Commissioner Rick Greene, JPB Chair  
Commissioner Lisa Fobbe, JPB Vice Chair  
Commissioner Mike Warring, JPB Secretary

### CMJTS, Inc. Operations Committee

---

Commissioner Rick Greene, JPB Chair  
Commissioner Lisa Fobbe, JPB Vice Chair  
Commissioner Mike Warring, JPB Secretary  
Brian O'Donnell, WDB Chair

Rob Stark, WDB Vice Chair  
Bob Voss, WDB Treasurer  
Becky Lourey, WDB Secretary

### WDB Finance Committee

---

Bob Voss, WDB Treasurer  
Brian O'Donnell, WDB Chair  
Rob Stark, WDB Vice Chair

Commissioner Rick Greene, JPB Chair  
Commissioner Lisa Fobbe, JPB Vice Chair  
Commissioner Mike Warring, JPB Secretary

### Youth Committee

---

Sherry Smith, Chair  
Amy Lord, Vice Chair  
Mohammed Alghamdi  
Joy Beise

Emily Galzki  
Jessica Johnson  
Karl Nohner

### Workforce Development Committee

---

Mark Netzing, Chair  
Rob Stark, Vice Chair  
Derrick Atkins  
Melissa Ball-Warriner  
Craig Beaulieu  
Commissioner Rick Greene, JPB

Dr. Alex Kangas  
Kimberly Hanson Lint  
Becky Lourey  
Rebecca Nelson  
Lori Vrolson

### Community & Government Relations Committee

---

Craig Johnson, Co-Chair  
Lisa Fobbe, Co-Chair  
Paul Bukovich  
Commissioner Lisa Fobbe, JPB

Brian O'Donnell  
Tim Truebenbach  
Commissioner Mike Warring, JPB  
Lisa Zwart

\*The Operations and Executive Committee meet on an as-needed basis.

\*\*Committee officers are updated following the July committee officer elections.



Central Minnesota  
*Joint Powers Board*  
January 2024–December 2024

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## Commissioner Lisa Fobbe



JPB Chair  
WDB Member

**Work**  
Sherburne County  
13880 Hwy. 10  
Elk River, MN 55330  
  
**Phone:** 763-220-5472  
**Email:** [lisa.fobbe@co.sherburne.mn.us](mailto:lisa.fobbe@co.sherburne.mn.us) ♦

**Home** ♦  
909 Fairway Drive  
Princeton, MN 55371  
  
**Phone:** 763-220-5472  
**Cell:** 763-360-4724 ♦

**Start date** 1/17  
**End date**  
  
**Representation**  
Sherburne County, 7W  
  
**District** 5

---

## Commissioner Jeanne Holland



JPB Vice Chair  
WDB Member

**Work** ♦  
Wright County  
3650 Braddock Ave. NE  
Buffalo, MN 55313  
  
**Phone:** 763-682-7686 ♦  
**Email:** [jeanne.holland@co.wright.mn.us](mailto:jeanne.holland@co.wright.mn.us) ♦

**Home**  
6684 W. Laketowne Dr.  
Albertville, MN 55301  
  
**Phone:** 763-443-2623 ♦  
**Email:** [jeanneholland27@gmail.com](mailto:jeanneholland27@gmail.com)

**Start date** 01/23  
**End date**  
  
**Representation**  
Wright County, 7W  
  
**District** 3

---

## Commissioner Terry Lovgren



JPB Secretary  
WDB Member

**Work**  
Pine County  
635 Northridge Dr. NW  
Pine City, MN 55063  
  
**Phone:** 320-591-0682  
**Email:** [terry.lovgren@co.pine.mn.us](mailto:terry.lovgren@co.pine.mn.us)

**Home** ♦  
40878 Two Rivers Rd.  
Hinckley, MN 55037

**Start date** 1/23  
**End date**  
  
**Representation**  
Pine County, 7E  
  
**District** 1

Alternate: Matt Ludwig

Central Minnesota  
*Joint Powers Board*  
January 2024–December 2024

---

## Commissioner Duane Anderson



JPB

**Work**  
Kandiyohi County  
400 SW Benson Ave.  
Willmar, MN 56201

**Email:** ♦  
[duane.anderson@kcmn.us](mailto:duane.anderson@kcmn.us)

Alternate: Steve Gardner  
[steve.gardner@kcmn.us](mailto:steve.gardner@kcmn.us)

**Home** ♦  
17809 180<sup>th</sup> St. SE  
Lake Lillian, MN 56253  
  
**Cell:** 320-979-1913

**Start date** 1/23  
**End date**  
  
**Representation**  
Kandiyohi County, 6E  
  
**District** 5

---

## Commissioner Wendy Caswell



JPB

**Work** ♦  
Kanabec County  
18 N. Vine, Suite 181  
Mora, MN 55051

**Cell:** 320-980-3889 ♦  
**Email:** [wendy.caswell@co.kanabec.mn.us](mailto:wendy.caswell@co.kanabec.mn.us) ♦

**Home**  
2190 Joplin St.  
Mora, MN 55051

**Start date** 1/23  
**End date**  
  
**Representation**  
Kanabec County, 7E  
  
**District** 3

---

## Commissioner Doug Erickson



JPB

**Work**  
Renville County  
105 S. 5<sup>th</sup> St., Rm. 315  
Olivia, MN 56277

**Phone:** 320-365-4836  
**Email:**  
[douge@renvillecountymn.com](mailto:douge@renvillecountymn.com) ♦

Alternate: [Greg Snow](mailto:gregs@renvillecountymn.com)  
[gregs@renvillecountymn.com](mailto:gregs@renvillecountymn.com)

**Home** ♦  
PO Box 516  
Bird Island, MN 55310  
  
**Cell:** 320-522-4421 ♦

**Start date** 1/23  
**End date**  
  
**Representation**  
Renville County, 6E  
  
**District** 3

Central Minnesota  
*Joint Powers Board*  
January 2024–December 2024

---

## Commissioner Richard Greene

---



JPB

**Work**  
Chisago County  
313 N. Main St.  
Center City, MN 55012

**Phone:** 651-213-8832

**Email:** [richard.greene@chisagocounty.us](mailto:richard.greene@chisagocounty.us) ♦

**Home** ♦  
37655 Oriole Ave.  
North Branch, MN 55056

**Phone:** 651-583-2513 ♦

**Cell:** 651-301-2770

**e-Mail:** [randijgreene@yahoo.com](mailto:randijgreene@yahoo.com)

**Start date** 1/07

**End date**

**Representation**  
Chisago County, 7E

**District** 2

---

## Commissioner Daryl Luthens

---



JPB

**Work**  
McLeod County  
830 11<sup>th</sup> St. E.  
Glencoe, MN 55336

**Email:** [daryl.luthens@co.mcleod.mn.us](mailto:daryl.luthens@co.mcleod.mn.us)

**Home** ♦  
18967 Nickel Ave.  
Hutchinson, MN 55350

**Cell:** 612-281-4840

**Email:** [daryl@luthens](mailto:daryl@luthens)

**Start date** 1/23

**End date**

**Representation**  
McLeod County, 6E

**District** 4

---

## Commissioner Beth Oberg

---



JPB

**Work**  
Meeker County  
325 Sibley Ave. N.  
Litchfield, MN 55355

**Phone:**  
**Email:** [beth.oberg@co.meeker.mn.us](mailto:beth.oberg@co.meeker.mn.us) ♦

**Home**

**Start date** 1/23

**End date**

**Representation**  
Meeker County, 6E

**District** 1

**Alt:** Steve Schmitt  
[steve.schmitt@co.meeker.mn.us](mailto:steve.schmitt@co.meeker.mn.us)

Central Minnesota  
*Joint Powers Board*  
January 2024–December 2024

---

## Commissioner Mike Warring

---



JPB Secretary  
WDB Member

**Work**  
Isanti County  
Government Center  
555 18<sup>th</sup> Ave. SW  
Cambridge, MN 55008

**Phone:** 763-689-2696

**Alt:** Terry Turnquist

**Home ♦**  
25765 Xeon St. NW  
Isanti, MN 55040

**Phone:** 763-444-4261  
**Cell:** 763-350-4586 ♦

**Email:**  
[cambbowl@ecenet.com](mailto:cambbowl@ecenet.com)

**Start date** 6/11  
**End date**

**Representation**  
Isanti County, 7E

**District** 4

---

## Commissioner Dan Whitcomb

---



JPB

**Work**  
Mille Lacs County  
635 2<sup>nd</sup> St. SE  
Milaca, MN 56353

**Email:** [dan.whitcomb@millelacs.mn.gov](mailto:dan.whitcomb@millelacs.mn.gov)

**Alternate:**  
Genny Reynolds  
[genny.reynolds@millelacs.mn.gov](mailto:genny.reynolds@millelacs.mn.gov)

**Home ♦**  
8082 33<sup>rd</sup> St.  
Princeton, MN 55371

**Phone:** 763-389-2567 ♦

**Start date** 1/23  
**End date**

**Representation**  
Mille Lacs County, 7E

**District** 2

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

---

Brian O'Donnell



Chair  
WDB

**Work♦**

Owner/Broker  
Priority One Metrowest  
Realty  
806 10<sup>th</sup> St. E., Suite 101  
Glencoe, MN 55336

**Phone:** 320-864-4877

**Cell:** 320-894-5682

**e-Mail:**

[parker1@hutchtel.net](mailto:parker1@hutchtel.net)

**Home**

1612 Loudon  
Glencoe, MN 55336

**Phone:** 320-894-5682

**Start date** 7/1/03

**Term end** 6/30/25

**Representation**

Private Industry,  
McLeod County,  
Region 6E

**WDB Committee**

Community & Gov't  
Relations

---

Rob Stark



Vice Chair  
WDB

**Work♦**

Financial Advisor  
Edward Jones  
1 First Ave. S  
Buffalo, MN 55313

**Phone:** 763-682-1671

**Cell:** 763-222-3914

**e-Mail:** [rob.stark@](mailto:rob.stark@edwardjones.com)

[edwardjones.com](mailto:edwardjones.com)

**Home**

PO Box 276  
Monticello, MN 55362

**Start date** 12/13/19

**Term end** 06/30/25

**Representation**

Private Industry, Wright  
County, Region 7W

**WDB Committee**

Workforce Development,  
Vice Chair

---

Bob Voss



Treasurer  
WDB

**Work♦**

Executive Director  
East Central Regional  
Development  
Commission  
100 S. Park St.  
Mora, MN 55051

**Phone:** 320-679-4065 x22

**Cell:** 763-639-5655

**e-Mail:**

[robert.voss@ecrdc.org](mailto:robert.voss@ecrdc.org)

**Home**

3505 S. Vine St.  
Cambridge, MN 55008

**Start date** 03/13/20

**Term end** 06/30/26

**Representation**

Economic Development,  
Kanabec County,  
Region 7E

**WDB Committee**

Community & Gov't  
Relations, Co-Chair



Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

## Sherry Smith

---



Committee Vice Chair  
WDB

**Work** ♦

Metro North Elk River  
Adult Basic Education  
1170 Main Street NW  
Elk River, MN 55330

**Phone:** 763-241-3400  
ext. 5525

**Cell:** 612-888-1534

**Email:**

[sherry.smith@isd728.org](mailto:sherry.smith@isd728.org)

**Home**

21604 Ahlstrom Road  
Rogers, MN 55374

**Start date** 7/1/22

**End date** 6/30/26

**Representation**

Adult Basic Education

## Amy Lord

---



Committee Vice Chair

**Work** ♦

Elk River Area School  
District, ISD 728  
11500 193<sup>rd</sup> Ave. NW  
Elk River, MN 55330

**Phone:** 763-241-3400  
ext. 5016

**Email:**

[amy.lord@isd728.org](mailto:amy.lord@isd728.org)

**Home**

**Start date** 3/9/18

**End date** 6/30/26

**Representation**

Education

## Mohammed Alghamdi

---



**Work** ♦

Lakes and Pines CAC,  
Inc.  
1700 Maple Ave. E.  
Mora, MN 55051

**Phone:** 320-679-1800

**Cell:** 320-674-4496 ♦

**Email:**

[mohammeda@lakesandpines.org](mailto:mohammeda@lakesandpines.org)

**Home**

**Start date** 2/11/22

**End date** 6/30/26

**Representation**

Youth Activities/Public  
Housing

Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

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Joy Beise



WDB

**Work♦**  
Rehabilitation Counseling  
Supervisor 4  
DEED  
PO Box 473  
Braham, MN 55006

**Cell:** 218-235-2520

**e-Mail:**

[joy.a.beise@state.mn.us](mailto:joy.a.beise@state.mn.us)

**Home**  
91374 Old Hwy. 23  
Nickerson, MN 55749

**Cell:** 218-269-0589

**Start date** 12/8/23

**End date** 6/30/25

**Representation**  
Vocational Rehabilitation

---

Eriann Faris

**Work♦**  
Career & Technical Ed.  
Project Coordinator  
SWWC/LYFT  
1420 E. College Dr.  
Marshall, MN 56258

**Phone:** 507-537-2271

**Cell:** 612-716-7842

**Email:**

[eriann.farris@swwc.org](mailto:eriann.farris@swwc.org)

**Home**  
PO Box 383  
Taunton, MN 56291

**Phone:** 507-530-3573

**Email:**

[eriannfaris@icloud.com](mailto:eriannfaris@icloud.com)

**Start date** 3/8/24

**End date** 6/30/26

**Representation**  
\_\_\_\_\_

---

Emily Galzki

**Work♦**  
Rehabilitation Rep.  
DEED  
P.O. Box 473  
Braham, MN 55006

**Cell:** 612-716-7842

**Email:**

[emily.galzki@state.mn.us](mailto:emily.galzki@state.mn.us)

**Home**  
2444 Crescent Road  
Harris, MN 55032

**Phone:** 612-834-7804

**Email:**

[edem0301@gmail.com](mailto:edem0301@gmail.com)

**Start date** 4/14/23

**End date** 6/30/25

**Representation**  
Vocational Rehabilitation



Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

Jessica Johnson

---

Work ♦

Willmar Public Schools  
2701 30<sup>th</sup> St. NE  
Willmar, MN 56201

Home

20684 121st St. NE  
New London, MN 56273

Start date

4/14/23

End date

6/30/25

Representation

Work Experience

**Phone:** 320-231-8400

**Cell:** 320-220-3284 ♦

**Email:** [johnsonjs@willmar.k12.mn.us](mailto:johnsonjs@willmar.k12.mn.us)

Karl Nohner

---

Work ♦

CentraCare  
3001 Clearwater Road  
St. Cloud, MN 56301

Home

603 Twin Court  
Sauk Rapids, MN 56379

Start date

4/14/23

End date

6/30/25

Representation

Workforce Development  
and Healthcare

**Phone:** 320-251-2700  
ext. 55112

**Email:** [karl.nohner@centracare.com](mailto:karl.nohner@centracare.com)

**Cell:** 701-301-0263 ♦

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

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Becky Lourey



Secretary  
WDB

**Work♦**

Owner/COO  
Nemadji Research Corp.  
7564 Birch St.  
Bruno, MN 55712

**Phone:** 320-838-3838

**Cell:** 651-270-1213

**e-Mail:** [blourey@nemadjiresearch.com](mailto:blourey@nemadjiresearch.com)

**Home**

51752 Oak Leaf Road  
Kerrick, MN 55756

**Phone:** 218-496-5528

**Start date** 12/14/12

**Term end** 6/30/24

**Representation**

Private Industry,  
Pine County, Region 7E

**WDB Committee**

Workforce Development

---

Derrick Atkins



WDB

**Work♦**

Training Director  
Mpls. Electrical JATC  
13100 Frankfort Pkwy.  
St. Michael, MN 55376

**Phone:** 763-307-8580

**Cell:** 763-498-2234

**e-Mail:** [datkins@mplsjatc.org](mailto:datkins@mplsjatc.org)

**Home**

7464 Vinewood Way  
Maple Grove, MN 55311

**Start date** 3/8/19

**Term end** 6/30/25

**Representation**

Organized Labor/  
Apprenticeship, Wright  
County, Region 7W

**WDB Committee**

Workforce Development

---

Melissa Ball-Warriner



WDB

**Work♦**

State Program  
Administrator Supervisor,  
Senior  
DEED/CareerForce  
2200 23<sup>rd</sup> St. NE, Ste. 2040  
Willmar, MN 56201

**Phone:** 320-441-6568

**Cell:** 320-231-6054

**e-Mail:** [melissa.ball-warriner@state.mn.us](mailto:melissa.ball-warriner@state.mn.us)

**Home**

369 Genesee St.  
Paynesville, MN 56362

**Cell:** 651-206-1922

**e-Mail:** [ball-warrinermel@gmail.com](mailto:ball-warrinermel@gmail.com)

**Start date** 7/1/21

**Term end** 6/30/25

**Representation**

Public Employment  
Services, Kandiyohi  
County, Region 6E

**WDB Committee**

Workforce Development

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

---

Craig Beaulieu



WDB

**Work**

Talent Candidate  
Attraction Specialist  
Grand Casino  
777 Grand Ave.  
Onamia, MN 56359

**Phone:** 320-384-4831

**Cell:** 320-532-8372

**e-Mail:** [cbeaulieu@grcasinos.com](mailto:cbeaulieu@grcasinos.com)

**Home ♦**

16428 Nay Ah Sing Dr.  
Onamia, MN 56359

**Cell:** 612-875-6223

**e-Mail:** [beaulieu2386@gmail.com](mailto:beaulieu2386@gmail.com)

**Start date** 10/15/20

**End date** 6/30/24

**Representation**

Private Industry &  
Diversity  
Mille Lacs County, 7E

WDB Committee

Workforce Development

---

Joy Beise



WDB

**Work ♦**

Rehabilitation Counseling  
Supervisor 4  
DEED  
PO Box 473  
Braham, MN 55006

**Cell:** 218-235-2520

**e-Mail:** [joy.a.beise@state.mn.us](mailto:joy.a.beise@state.mn.us)

**Home**

91374 Old Hwy. 23  
Nickerson, MN 55749

**Cell:** 218-269-0589

**Start date** 12/8/23

**Term end** 6/30/25

**Representation**

Vocational Rehabilitation,  
Region 7E

WDB Committee

Youth

---

Paul Bukovich



WDB

**Work ♦**

Social Services Director  
Meeker County Social  
Services  
114 N. Holcombe Ave.  
Litchfield, MN 55355

**Phone:** 320-693-5301

**e-Mail:** [paul.bukovich@co.meeker.mn.us](mailto:paul.bukovich@co.meeker.mn.us)

**Home**

5204 NE River Rd.  
Sauk Rapids, MN 56379

**Cell:** 320-232-0034

**Start date** 7/1/22

**Term end** 6/30/26

**Representation**

Human Services, Meeker  
County, Region 6E

WDB Committee

Community & Gov't  
Relations

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

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## Commissioner Lisa Fobbe



WDB  
JPB Chair

**Work**  
Sherburne County  
13880 Hwy. 10  
Elk River, MN 55330

**Email:** [lisa.fobbe@co.sherburne.mn.us](mailto:lisa.fobbe@co.sherburne.mn.us) ♦

**Home** ♦  
909 Fairway Drive  
Princeton, MN 55371

**Phone:** 763-220-5472  
**Cell:** 763-360-4724 ♦

**Start date** 3/21 (WDB)  
1/17 (JPB)

**Representation**  
Sherburne County,  
Region 7W

**District** 16B

---

## Commissioner Jeanne Holland



WDB  
JPB Vice Chair

**Work** ♦  
Commissioner  
Wright County  
3650 Braddock Ave. NE  
Buffalo, MN 55313

**Phone:** 763-682-7686 ♦  
**e-Mail:** [jeanne.holland@co.wright.mn.us](mailto:jeanne.holland@co.wright.mn.us) ♦

**Home**  
6684 W. Laketowne Dr.  
Albertville, MN 55301

**Cell:** 763-443-2623 ♦

**Start date** 3/24 (WDB)  
1/23 (JPB)

**Representation**  
Wright County,  
Region 7W

**WDB Committee**  
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## Craig Johnson



WDB

**Work** ♦  
President  
Ridgewater College  
2101 15<sup>th</sup> Ave. NW  
Willmar, MN 56201

**Phone:** 320-222-5202 ♦  
**Cell:** 507-258-0229  
**e-Mail:** [craig.johnson@ridgewater.edu](mailto:craig.johnson@ridgewater.edu)

**Home**  
1617 Hansen Dr.  
Willmar, MN 56201

**Phone:** 320-262-3344

**Start date** 5/10/19  
**Term end** 6/30/25

**Representation**  
Education, Kandiyohi  
County, Region 7E

**WDB Committee**  
Community & Gov't  
Relations, Co-Chair

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

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Dr. Alex Kangas



WDB

**Work**

Data Scientist/Strategic  
Workforce Planning  
Xcel Energy  
401 Nicollet Mall  
Minneapolis, MN 55401

**Phone:** 320-255-8658

**Cell:** 405-824-5778 ♦

**e-Mail:**

[Alexander.A.Kangas@](mailto:Alexander.A.Kangas@XcelEnergy.com)

[XcelEnergy.com](mailto:Alexander.A.Kangas@XcelEnergy.com) ♦

**Home ♦**

820 8<sup>th</sup> Ave. N  
St. Cloud, MN 56303

**Start date** 2/1/23

**Term end** 6/30/25

**Representation**

Private Industry, Mfg.,  
Wright County, Region  
7W

**WDB Committee**

Workforce Development  
Committee

---

Kimberly Hanson Lint



WDB

**Work ♦**

HR Business Partner-  
Operations  
Jennie-O Turkey Store  
2505 Willmar Ave. SW  
Willmar, MN 56201

**Phone:** 320-231-2032

**Cell:** 320-894-5685 ♦

**e-Mail:**

[kahanson@j-ots.com](mailto:kahanson@j-ots.com)

**Home**

584 4th Ave. SW  
New London, MN 56273

**Cell:** 320-894-5685

**e-Mail:**

[klint@tds.net](mailto:klint@tds.net)

**Start date** 7/01/22

**Term end** 6/30/26

**Representation**

Private Industry,  
Kandiyohi County,  
Region 6E

**WDB Committee**

Workforce Development

---

Commissioner Terry Lovgren



WDB  
JPB Secretary

**Work**

Commissioner  
Pine County  
635 Northridge Dr. NW  
Pine City, MN 55063

**Phone:** 320-591-0682 ♦

**e-Mail:** [terry.lovgren@](mailto:terry.lovgren@co.pine.mn.us)

[co.pine.mn.us](mailto:terry.lovgren@co.pine.mn.us) ♦

**Home ♦**

40878 Two Rivers Rd.  
Hinckley, MN 55037

**Start date** 3/24 (WDB)

1/23 (JPB)

**Representation**

Pine County,  
Region 7E

**WDB Committee**

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Alternate: Matt Ludwig



Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

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Rebecca Nelson



WDB

**Work♦**

HR Manager  
PNE Inc. DBA IRD Glass  
810 E. St. Paul St.  
Litchfield, MN 55355

**Phone:** 320-693-7217

**Cell:** 320-583-6278 ♦

**e-Mail:**

[rebecca@irdglass.com](mailto:rebecca@irdglass.com)

**Home**

542 Cottonwood Ave.  
Litchfield, MN 55355

**Start date** 7/1/22

**Term end** 6/30/26

**Representation**

Private Industry, Meeker  
County, Region 6E

WDB Committee

Workforce Development

---

Mark Netzing



WDB

**Work**

President/Owner  
Physical Therapy  
Consultants, Inc.  
139 Main St.  
Bethel, MN 55005

**Phone:** 763-269-8069

**Cell:** 612-801-6043 ♦

**e-Mail:**

[marknetz@mac.com](mailto:marknetz@mac.com) ♦

**Home♦**

8280 122<sup>nd</sup> St. N  
Hugo, MN 55038

**Start date** 12/12/03

**Term end** 6/30/26

**Representation**

Private Industry,  
Isanti County, Region 7E

WDB Committee

Workforce Development,  
Chair

---

Sherry Smith



WDB

**Work♦**

Site Coordinator and  
Instructor  
Metro North Elk River  
Adult Basic Education  
1170 Main St. NW  
Elk River, MN 55330

**Phone:** 763-241-3400  
ext. 5525 ♦

**Cell:** 612-888-1534

**e-Mail:**

[sherry.smith@isd728.org](mailto:sherry.smith@isd728.org)

**Home**

21604 Ahlstrom Road  
Rogers, MN 55374

**Start date** 7/1/22

**Term end** 6/30/26

**Representation**

Adult Basic Education,  
Sherburne County,  
Region 7W

WDB Committee

Youth Committee,  
Vice Chair

Central Minnesota  
*Workforce Development Board*

July 1, 2023–June 30, 2024

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Tim Truebenbach



WDB

**Work♦**

Superintendent  
Big Lake Schools  
501 Minnesota Ave.  
Big Lake, MN 55309

**Phone:** 763-262-2536♦

**Cell:** 612-398-9911

**e-Mail:**

[t.truebenbach@biglakeschools.org](mailto:t.truebenbach@biglakeschools.org)

**Home**

31863 Lakeway Dr. NE  
Cambridge, MN 55008

**Phone:** 763-257-6592

**Start date** 6/9/23

**Term end** 6/30/25

**Representation**

Education  
Sherburne County,  
Region 7W

**WDB Committee**

Community & Gov't  
Relations

---

Lori Vrolson



WDB

**Work♦**

Executive Director  
Central MN Council on  
Aging  
250 Riverside Ave. N.,  
Suite 300  
Sartell, MN 56377

**Phone:** 320-253-9349

**Cell:** 320-282-4425

**e-Mail:** [lori@cmcoa.org](mailto:lori@cmcoa.org)

**Home**

1835 Danforth Circle  
Clearwater, MN 55320

**Start date** 12/13/19

**Term end** 06/30/25

**Representation**

Community-Based  
Organization, Wright  
County, Region 7W

**WDB Committee**

Workforce Development

---

Lisa Zwart



WDB

**Work♦**

President & CEO  
Functional Industries,  
Inc.  
1803 Hwy. 25 N, Box 336  
Buffalo, MN 55313

**Phone:** 763-233-5165

**Cell:** 763-355-2384♦

**e-Mail:** [lzwart@functionalindustries.org](mailto:lzwart@functionalindustries.org)

**Home**

2375 2nd St. SW  
Buffalo, MN 55313

**Phone:** 612-554-7223

**e-Mail:** [asileam54@yahoo.com](mailto:asileam54@yahoo.com)

**Start date** 09/09/22

**Term end** 06/30/26

**Representation**

Manufacturing and Voc.  
Rehabilitation, Wright  
County, Region 7W

**WDB Committee**

Community & Gov't  
Relations



Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

## Sherry Smith

---



Committee Vice Chair  
WDB

**Work** ♦

Metro North Elk River  
Adult Basic Education  
1170 Main Street NW  
Elk River, MN 55330

**Phone:** 763-241-3400  
ext. 5525

**Cell:** 612-888-1534

**Email:**

[sherry.smith@isd728.org](mailto:sherry.smith@isd728.org)

**Home**

21604 Ahlstrom Road  
Rogers, MN 55374

**Start date** 7/1/22

**End date** 6/30/26

**Representation**

Adult Basic Education

## Amy Lord

---



Committee Vice Chair

**Work** ♦

Elk River Area School  
District, ISD 728  
11500 193<sup>rd</sup> Ave. NW  
Elk River, MN 55330

**Phone:** 763-241-3400  
ext. 5016

**Email:**

[amy.lord@isd728.org](mailto:amy.lord@isd728.org)

**Home**

**Start date** 3/9/18

**End date** 6/30/26

**Representation**

Education

## Mohammed Alghamdi

---



**Work** ♦

Lakes and Pines CAC,  
Inc.  
1700 Maple Ave. E.  
Mora, MN 55051

**Phone:** 320-679-1800

**Cell:** 320-674-4496 ♦

**Email:**

[mohammeda@lakesandpines.org](mailto:mohammeda@lakesandpines.org)

**Home**

**Start date** 2/11/22

**End date** 6/30/26

**Representation**

Youth Activities/Public  
Housing

Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

---

Joy Beise



WDB

**Work♦**  
Rehabilitation Counseling  
Supervisor 4  
DEED  
PO Box 473  
Braham, MN 55006

**Cell:** 218-235-2520

**e-Mail:**

[joy.a.beise@state.mn.us](mailto:joy.a.beise@state.mn.us)

**Home**  
91374 Old Hwy. 23  
Nickerson, MN 55749

**Cell:** 218-269-0589

**Start date** 12/8/23

**End date** 6/30/25

**Representation**  
Vocational Rehabilitation

---

Eriann Faris

**Work♦**  
Career & Technical Ed.  
Project Coordinator  
SWWC/LYFT  
1420 E. College Dr.  
Marshall, MN 56258

**Phone:** 507-537-2271

**Cell:** 612-716-7842

**Email:**

[eriann.farris@swwc.org](mailto:eriann.farris@swwc.org)

**Home**  
PO Box 383  
Taunton, MN 56291

**Phone:** 507-530-3573

**Email:**

[eriannfaris@icloud.com](mailto:eriannfaris@icloud.com)

**Start date** 3/8/24

**End date** 6/30/26

**Representation**  
\_\_\_\_\_

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Emily Galzki

**Work♦**  
Rehabilitation Rep.  
DEED  
P.O. Box 473  
Braham, MN 55006

**Cell:** 612-716-7842

**Email:**

[emily.galzki@state.mn.us](mailto:emily.galzki@state.mn.us)

**Home**  
2444 Crescent Road  
Harris, MN 55032

**Phone:** 612-834-7804

**Email:**

[edem0301@gmail.com](mailto:edem0301@gmail.com)

**Start date** 4/14/23

**End date** 6/30/25

**Representation**  
Vocational Rehabilitation

Central Minnesota Workforce Development Board

# Youth Committee

July 2023–June 2024

Jessica Johnson

---

Work ♦

Willmar Public Schools  
2701 30<sup>th</sup> St. NE  
Willmar, MN 56201

Home

20684 121st St. NE  
New London, MN 56273

Start date

4/14/23

End date

6/30/25

Representation

Work Experience

**Phone:** 320-231-8400

**Cell:** 320-220-3284 ♦

**Email:** [johnsonjs@willmar.k12.mn.us](mailto:johnsonjs@willmar.k12.mn.us)

Karl Nohner

---

Work ♦

CentraCare  
3001 Clearwater Road  
St. Cloud, MN 56301

Home

603 Twin Court  
Sauk Rapids, MN 56379

Start date

4/14/23

End date

6/30/25

Representation

Workforce Development  
and Healthcare

**Phone:** 320-251-2700  
ext. 55112

**Email:** [karl.nohner@centracare.com](mailto:karl.nohner@centracare.com)

**Cell:** 701-301-0263 ♦



# Youth Programs



Serving Chisago ■ Isanti ■ Kanabec ■ Kandiyohi ■ McLeod ■ Meeker ■ Mille Lacs ■ Pine ■ Renville ■ Sherburne ■ Wright Counties

## Services provided include:

- Comprehensive career-related guidance and planning
- Employment opportunities linked to academic and occupational learning
- Paid and unpaid work experience opportunities and internships
- Job shadowing
- Occupational skills training
- Apprenticeship and/or pre-apprenticeship opportunities
- Alternative secondary school options to complete high school
- Career pathway and post-secondary training exploration
- Tutoring, study skills training, instruction leading to secondary school completion, including dropout prevention strategies
- Leadership development opportunities
- Mentoring
- Supportive services (financial assistance with certain costs related to gaining employment or completing an educational goal)
- Follow-up services to ensure continued success
- Adult mentoring
- Financial literacy and budgeting assistance
- Entrepreneurial skills development
- Alternative secondary school services

**Felicia Bliss**

Youth Career Navigator

fbliss@cmjts.org ■ 320.372.0456

**Central Minnesota Jobs and Training Services, Inc.**

903 E. Forest Ave., Mora, MN 55051 ■ 800.284.7425 ■ [www.cmjts.org](http://www.cmjts.org)



# Youth Program Eligibility

## WIOA OUT-OF-SCHOOL YOUTH

### A WIOA Out-of-School Youth is an individual who is:

Age 16–24

Not attending any school (as defined by state law), including either secondary or post-secondary school.

And one or more of the following:

A school dropout

- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
- A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner
- An offender
- A homeless individual, a homeless child or youth, or a runaway
- An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care of kinship guardianship or adoption, a child eligible for assistance under Sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement
- Pregnant and/or parenting, or
- Individual with a disability, or
- Low income who requires additional assistance to enter or complete an educational program or to secure/hold employment

## WIOA IN-SCHOOL YOUTH

### A WIOA In-School Youth is an individual who is:

Attending any school (as defined by state law), including secondary and post-secondary school, and

Age 14–21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program, and

A low-income individual, and one or more of the following:

- Basic skills deficient
- An English language learner
- An offender
- A homeless individual, a homeless child or youth, or a runaway
- An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement
- An individual who is pregnant or parenting, or
- An individual with a disability

## TANF

### TANF Innovation Project participants must be:

- Ages of 14–24
- Teen parents, ages 16–24, who are receiving cash MFIP benefits, or
- Younger youth, ages 14–18, who are on the grant in MFIP households

## MINNESOTA YOUTH PROGRAM (MYP)

### Minnesota Youth must meet this criteria:

Age 14–24 at time of enrollment, and

Low-income or one or more of the following at-risk criteria:

- Basic skills deficient
- An offender
- Chemically dependent
- Individual with a disability
- Homeless youth
- Pregnant or parenting youth
- Public assistance recipients
- Foster care youth
- Limited English proficient
- Potential or actual school dropout

## PRE-EMPLOYMENT TRANSITION SERVICES

**CMJTS is a Limited Use Vendor for Pre-Employment Transition Services (Pre-ETS) provided under Vocational Rehabilitation Services (VRS). Pre-ETS services are available to students who are eligible and potentially eligible for VRS.**

Youth must be between grade 9 and age 21 and a student with disabilities, in a secondary, post-secondary, or other recognized education program who:

- Are eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (IDEA), or
- Is an individual with a disability for purposes of Section 504, or
- Otherwise have a documented disability

## YOUTH AT WORK

Age 14–24, and

Economically disadvantaged youth OR at-risk youth (as defined under MYP)

## MINNESOTA YOUTH-BUILD PROGRAM

### Minnesota Youthbuild Program participants must meet this criteria:

Age 16–24, and

Economically disadvantaged (see Section IV for Income Guideline Information) or eligible for the high school graduation incentives program (Minnesota Statute 2011 124D.68, subdivision 2), and one of the following:

- Youth who are not attending any school and have not received a secondary school diploma or its equivalent, or
- Youth currently enrolled in a traditional or alternative school setting or a GED program that, in the opinion of an official of the school, are in danger of dropping out of school

### Youth at-risk for dropping out of school may include:

- Teen parents (male or female ages 16–19)
- Juvenile offenders/diversion program youth
- Chemically dependent youth or children of drug or alcohol abusers/dependents
- Youth receiving public assistance and/or group home services
- Youth with disabilities
- Homeless youth

Auxiliary aids and services are available upon request to individuals with disabilities by contacting 800-284-7425 or email [info@cmjts.org](mailto:info@cmjts.org).

[www.cmjts.org](http://www.cmjts.org)







**CENTRAL MINNESOTA**  
**Jobs & Training Services**

# MAKE YOUR BUSINESS GROW

## Connect with Qualified Workers

From youth to seniors, entry-level to experienced, our jobseekers are ready to go to work. Many have recently completed an education or training program.

## Connect with Employee Training

When specific training is needed, consider a work-based training option:

- **Incumbent Worker Training**  
Strengthen your business by upskilling your current workforce. Receive up to \$25,000 per year for approved training projects that help retain a skilled workforce or avert layoffs.
- **On-the-Job Training (OJT)**  
Hire a new, eligible employee who needs additional skills and Central Minnesota Jobs and Training Services, Inc. (CMJTS) will reimburse you a portion of the wages, for a contracted length of time, in exchange for providing training on the job.
- **Work Experience/Transitional Jobs**  
Provide a supervised worksite for the emerging workforce for a designated length of time. CMJTS is the employer of record.
- **Registered Apprenticeship**  
Increase recruitment and retention by offering a combination of approved classroom and on-the-job training. Consistent, effective training leads to long-term business benefits.

## Connect with Business Resources

- Use CMJTS' offices for your recruitment and interviewing
- Visit with our professional staff to find solutions that help meet your workforce development needs
- Link to our partners in business and the CareerForce system



Contact our team of Business Service coordinators who will lead you through the steps to recruit, train, and employ the skilled workers you need!

Chisago, Isanti, Kanabec, Mille Lacs, and Pine Counties

**Rebecca Perrotti**

612.247.9319

rperrotti@cmjts.org

Sherburne and Wright Counties

**Tim Zipoy**

612.325.7791

tzipoy@cmjts.org

Kandiyohi, McLeod, Meeker, and Renville Counties

**Bridget Paulson**

320.290.7685

[www.cmjts.org](http://www.cmjts.org)



*Equal Opportunity Employer and Program Provider*

*Auxiliary aids and services are available upon request to individuals with disabilities by contacting Gina Cummings at 763-271-3700 or email at [gcummings@cmjts.org](mailto:gcummings@cmjts.org)*

Serving Chisago ■ Isanti ■ Kanabec ■ Kandiyohi ■ McLeod ■ Meeker ■ Mille Lacs ■ Pine ■ Renville ■ Sherburne ■ Wright Counties

CMJTS' IWT program is supported by the Employment and Training Administration of the U.S. Department of Labor as part of an award to MN DEED totaling (\$867,625,000 in WIOA Adult Funding)/ (\$1,371,910,000 in WIOA DW Funding) with 0 percentage financed from non-governmental source.